M T A
RAPID TRANSIT
TO ALL
POINTS
WALK

SAXON
DUSTIN HOFFMAN
MIDNIGHT
COWBOY
X NO ONE UNDER 18
ADMITTED
SQUA
UMBO
STOP

MOUNT REGIS 1970

REGIS COLLEGE

Weston, Massachusetts

The following two hundred-thirteen pages were not compiled to be a "glorified memory book" but, rather to represent a genuine effort reflecting a subculture, Regis, within a society, and to understand our place in that society, and our responsibilities to ourselves and to others.

Our dedication is to the guiders of mankind. No one person has influenced us as much as the overall happenings of our generation. Our lives, ambitions, and futures wouldn't exactly be the same had any one of these events not occurred.

We, the editors, merely ask the reader to pause and to think, and to try to understand her part in this book and our college.

EDITORIAL STAFF

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Rosemary Carvelli, Creative Photographer

Sr. Marie de Sales Dinneen, Moderator

ADMINISTRATION
OFFICES
INFORMATION

The campus . . . the backdrop of our education. We often pass the buildings and don't know they're there. Concrete and bricks . . . brought to life by virtue of what they contain. All humanity is contained within four walls, and we are no exception. We change the scene . . . move on to other buildings, but a little of our enthusiasm lives on in the brick work.

Our campus is a mixture of new and old, reflecting our combined philosophies. Construction is going on . . . not just a new building, but within us. We're growing, and yet we have an integral part in the school's growth. Our moments here are unique and ours alone. We are the school.

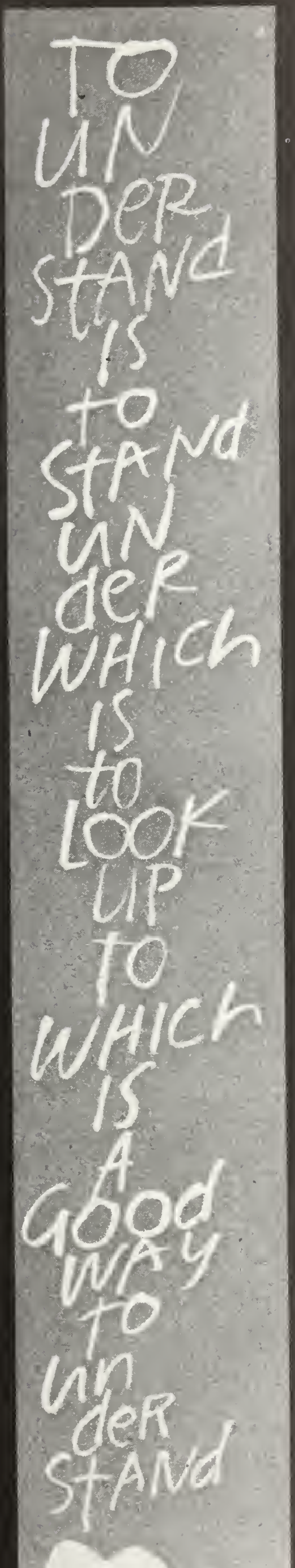
I'm safe and secure at Regis, but sometimes, just sometimes I step into the big, cold world.
Am I a china doll, and will I shatter? When I must live in this world, will I sit on a shelf and collect dust? Or will I roar? Roar so my cries are heard, from D.C. to Moscow. Others will join me . . . we'll line up in rows and some of us will be knocked down but not shattered.
I'm heading in a direction, I'm running and no one will catch me until they have recognized my presence. Some might wish I didn't exist, and not listen, but I don't give a damn. I have something to say, something to give, and I want someone to listen and someone to take and accept. I also must listen and take, but not until I'm sure of my existence. Then I will be living.

SAXON
DUSTIN HOFFMAN
MIDNIGHT
COWBOY
X
ADMITTED
Peter

ONE WAY
NO RIGHT TURN

BUTCH CASSIDY AND THE SUNDANCE KID
PAUL NEWMAN
Pewter Pot MUFFIN HOUSE

JUMBO
FRESH ROASTED PEANUTS
10¢



TO
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STAND

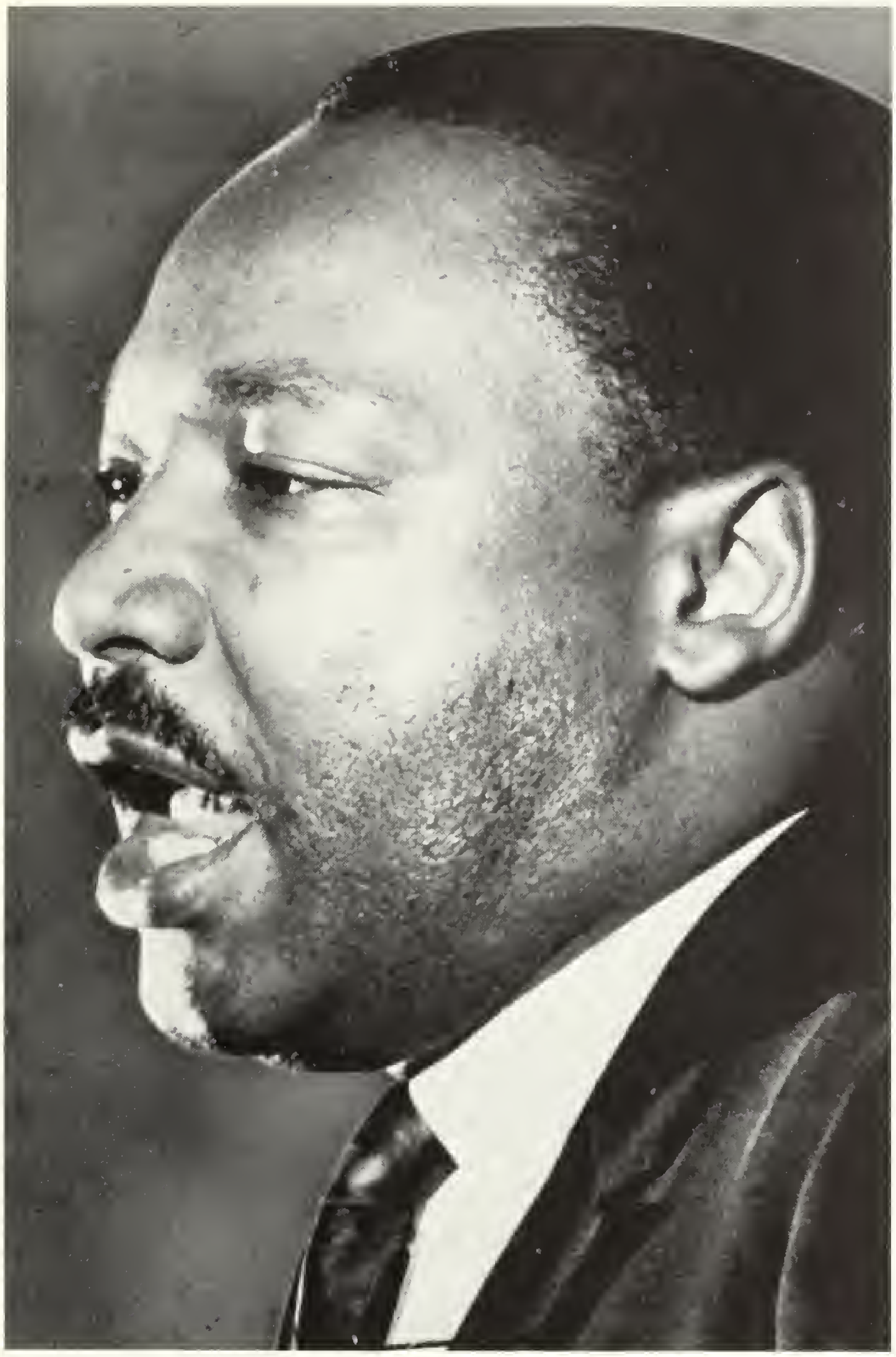
To understand is to look up to…

… Love … beautiful people, with beautiful ideas. People who are willing to give us a slice of their lives. They want us to act, to move, to live. They willingly give us the momentum, all we have to do is accept it.

They are the people to whom we dedicate our yearbook. For you, their photos may not all be here; there may be many more.

Without these people there is no art, no music, no literature, no science, no peace, no beauty in the world.

Their contributions range over the gamit of human interest and human history, from the first cave man who showed others how to light a fire, to Jesus Christ who showed people how love and understand one another after they had long forgotten the art.



(Courtesy of AP)

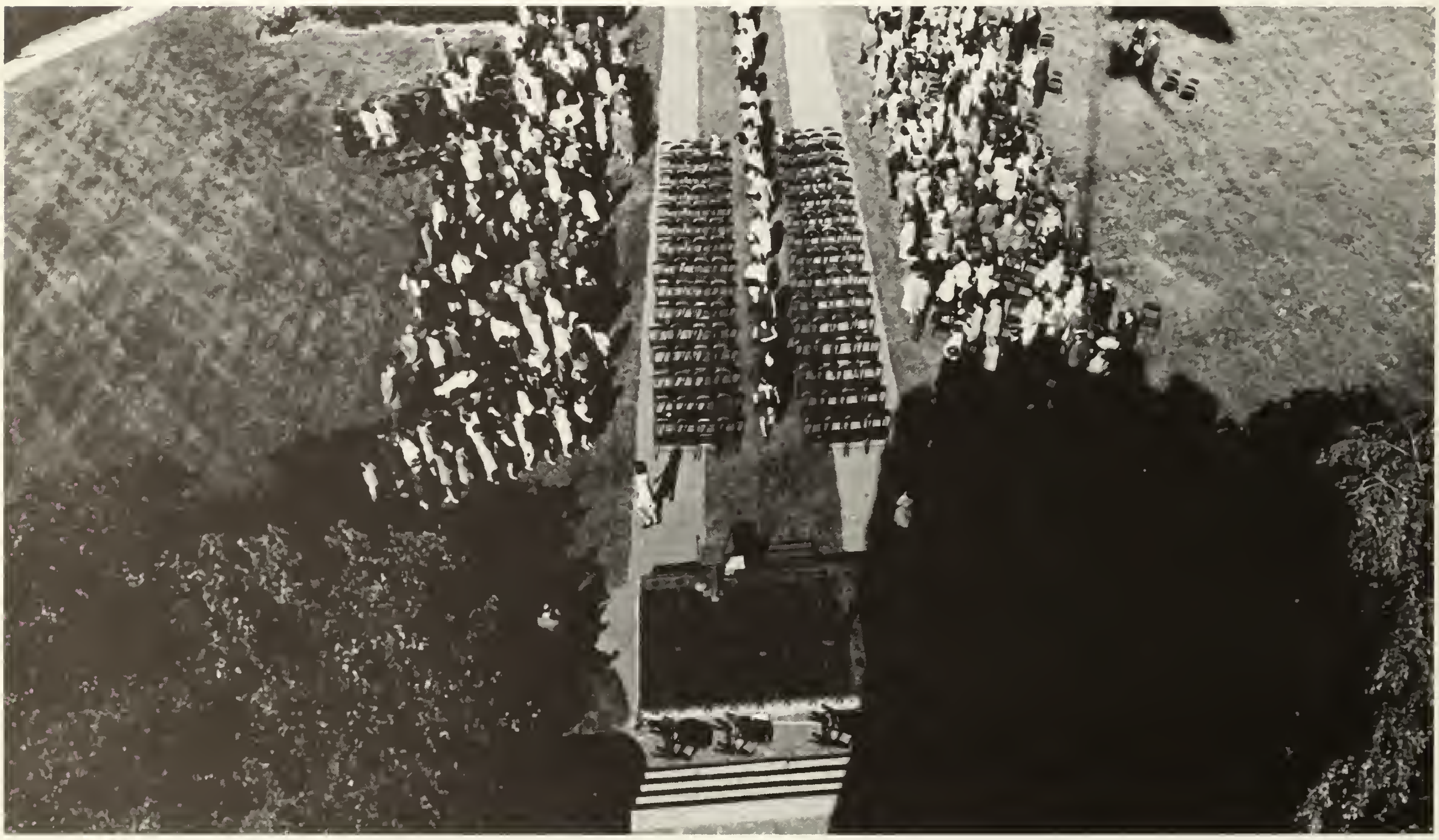
These photos represent those people with whom Regis students had the most contact, philosophically and idealogically. They speak both loudly and softly, and are the dedicated leaders and followers who have faith in their cause and have the courage and fortitude to carry on.
Some of them are never appreciated in their life time. Unheeding, mankind lets them come and go. Some are persecuted, persecuted by ridicule, ostracism, or even death.
To these people we dedicate our yearbook, without whose contribution we could not imagine a better life, a better world.

(Courtesy of AP)

Student involvement . . . involved in what? Am I content to sit in my room; study to receive good grades, and take the least advantage of those opportunities offered to me here at Regis, in Boston, and elsewhere? Or do I take stock of the situation and learn to arrange my priorities in order that they afford the greatest amount of satisfaction to me?

Regis has created an atmosphere that offers many avenues to be explored—not only in the academic sphere, but also in the cultural and social. If I choose, at the first roadblock I can go no further and remain the same person I was when I first came here. But if within me I know that I must expand my mind, no one would hear me say, "I can't go to that lecture tonight—I know it will be interesting, but I'm tired . . ." or "Gee, how can you ever find the time . . ." to do what? Run for an office, do volunteer work, attend a lecture on another campus, go to a museum in Boston, participate in the Viet Nam Moratorium, or actively disapprove . . .?

Don't I care enough about myself as an individual to want to develop into a complete entity unto myself—me? Accepting responsibility, whether it be large or small, contributes to my understanding of myself. Only after this has been accomplished can I reach out to those around me and attempt to understand them in relation to the world in which I must live. Only through accepting responsibility, through becoming involved, can I ever understand what is necessary for me to be an independent, whole person. And Regis is a start for some people, for others, just another step.

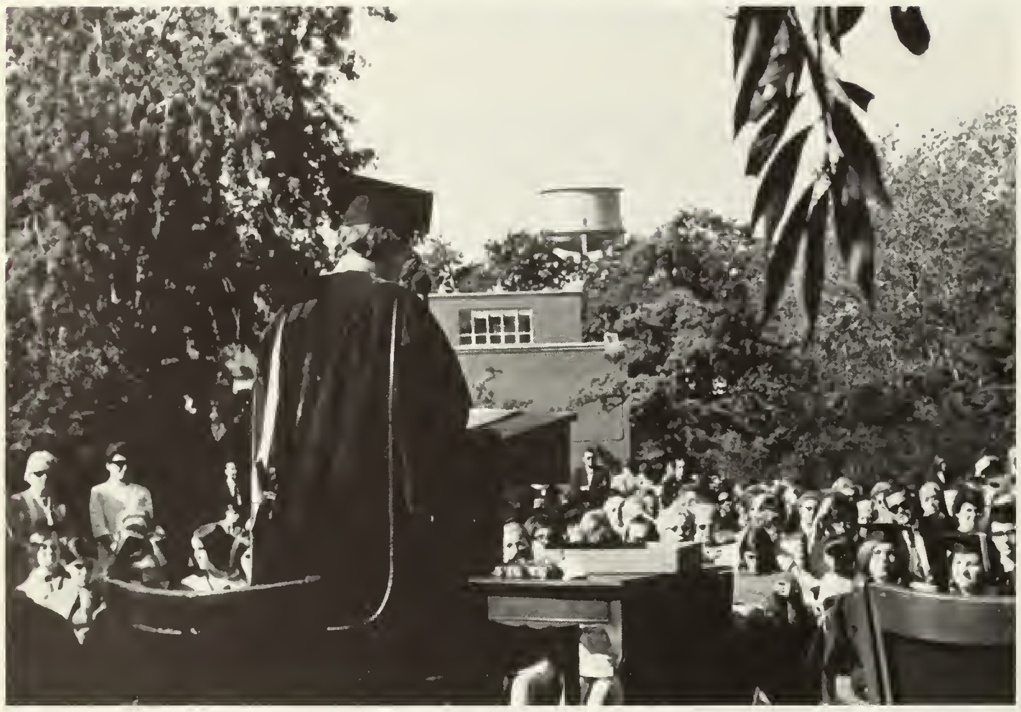


We have received these mortarboards and robes and to us they indicate the beginning of our fourth and final year of study on the undergraduate level. These robes, however, are indicative of other more awesome things . . . we moved into a new realm; we are no longer children in the academic world, rather we are now full-fledged members of academia, and must realize that as part of this academic world we bear a responsibility for the action or, as in some cases, lack of action of that world.

I, for one, have no intention of contributing to the reflections of some historians twenty years hence on the inaction of American academic circles while crisis confronted the country.

We are supposedly fairly learned now and it is up to us to utilize our intellectual facilities to work to resolve the questions confronting this country—the problems of urban America, of society, of the poor of all races, and the moral problem of our murderous involvement in Vietnam. It is our responsibility, and should be our intention, to make certain that informed opinion and action based upon that opinion will be the hallmark of our times—so that it will not be true that we and the academic world of our time were characterized only by inaction and apathy.

Founder's Day address—Anne Marie Goggin, President of the Class of 1970



(Yale Joel—LIFE Magazine)

To understand is . . .

to stand under a sign of peace.

☐ WAR
☐ HEALTH
CHOOSE
ONE
SIGN IT, WE'LL
VIETNAM

I sometimes wonder how people can cheat themselves out of the knowledge which is available to them at a lecture. What the lecturer's name is isn't quite as important as what he says and what he does for his audience. This year we had many good and diverse topics being discussed by qualified men and women. These people made me think ". . . The first question is always the hardest . . . won't someone ask a question?"

Dialogue is the vehicle of understanding. If questions aren't posed then the audience's reception of the lecture isn't tested and revaluated. It is in this way that the speaker gets a chance to see how his points stand up to youthful criticism.

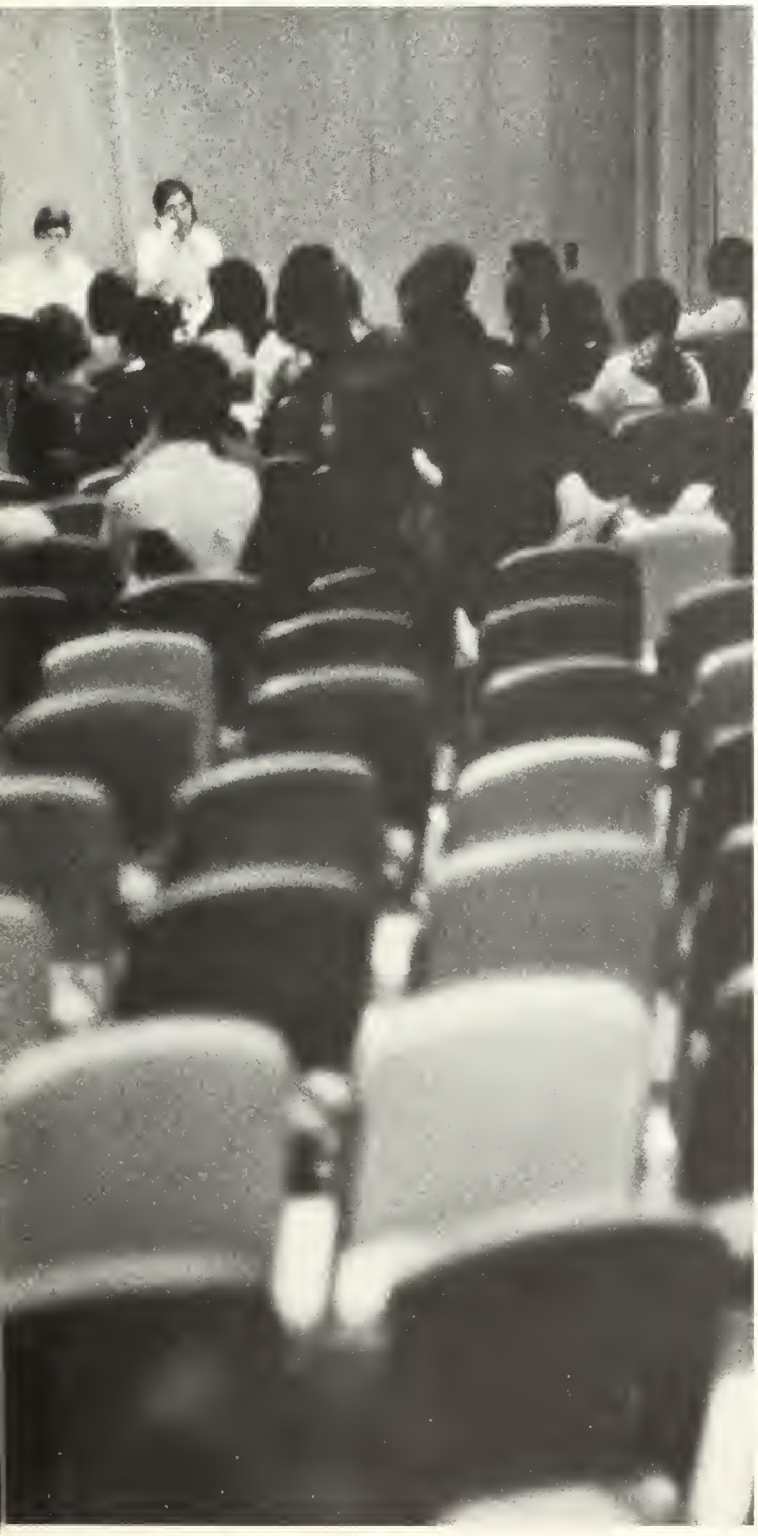
If we are to keep informed and exist as an intellectual community then we should realize the value of outside speakers as a stimulus for liberal and well-rounded knowledge. If not, what else are we here for?

Student
A good

"We decided to experiment with a new system, a representative form of student government . . . So far the outlook is hopeful . . . Perhaps now we can succeed at being heard where once we could not even reach a decision for lack of interest . . . future actions will show us if we have gained by it." Mount Regis, 1969—p. 55.

Government: way to understand

Is anyone interested, do you have any "constructive" criticisms, gripes, problems, ideas, feelings, . . . anything? Have we stimulated interest? Is it a plague of society that only twenty per cent is ever committed enough to put themselves on the line by assuming the responsibility of an elected office? The interest mounts when a major issue is at stake, but wains on "small" questions such as "Is Student Government necessary?"



Student government, a power organ or not, a respected vehicle of the majority of students, or a bunch of kids passing laws that they want? These are the questions this year. They are questions which bore into the core of student unity . . . wherever that is. Can we continue as it now stands or are we heading towards the ideal of an "all college government?"
The debate goes on. Where is the cause of student unrest? Are we content to sit back, or do we want the responsibility of an all college government? Are we ready for it?
Curfews, honor codes, library cards for other colleges . . . a reaching out . . . a reaching in.
Do these decisions affect anyone? They affect everyone, but how many realize the ultimate impact?

After the confrontation, after the fact, the hope is that people will realize, and in their own way appreciate student government. The individual members of government do not hold the power which is contained in the student body in general. Each girl must contribute to make this a more vital force.

When I became editor-in-chief of *Mt. Regis,* 1970, I held certain views about the "apathy" that had been debated for the previous three years when discussing student interest on the Regis campus. Considering myself a basically optimistic person, I had hoped that when the time came to embark on the production of our publication, I would be proved wrong. I thought I would be shown that, in reality, people—a lot of people—*did* care enough to commit themselves to a task and follow it through. Gathering a yearbook staff would only be a small indication of the real interest that existed among us. But now, in retrospect, I can say only that my original opinions were greatly strengthened. I can not now, nor will ever be able to understand how people can remain totally uninvolved in the world around them. Our attempts to recruit workers for the yearbook staff were met with the same response that other publications on campus, student organizations, and student government had encountered. Granted, everyone cannot be a leader, but even the dependable followers were few in number. Everywhere I turned, everything was organized and run by a group composed of perhaps twenty percent of the student body. Out of the remaining percentage, some were totally disinterested; some only became involved when issues were "hot;" but some—thank God for these individuals—were very interested, supplying constructive criticism, suggestions, encouragement, and giving an occasional vote of thanks.

To those who were totally disinterested, I can say that this book, and its theme of understanding and involvement has absolutely no meaning. At best, this can only be a memory book to them. For they have never bothered, in Corita's words, "to stand under," or "to look up to," or ever sought to find their own "good way to understand." For those who were involved only when the "thing to do" was to jump on the band-wagon, I hope the message of our book can contribute to some sort of new awareness on their part.

For those who have helped, not only in producing *Mt. Regis,* 1970, but in the many efforts all along the way during our four years, I can only say thank you. For without their contributions, so little of it would have had meaning.

And to those who have lead—those who have been forced "to stand under" so many times, forced by their own inner spirit "to look up to" so often that it pained—to them, this book can have the grestest significance, for they truly can understand.

Barbara J. Lipcan, Editor-in-Chief
Mt. Regis, 1970

Science lab stinks—formaldehyde, acid, burning sulphur . . . but it's a great aid in the learning process. A chance to experiment, attempt a new approach to an old problem, develop my own technique, learn about the intricate biological workings and chemical reactions of life itself. Where so often we generalize, theorize, and speculate about the philosophical and psychological side of life, science lab brings me into the realm of the concrete, the real.

Labs denote not only scientific experiments, but also artistic creativity and the attainment of comprehensive conversations in a foreign language. From the beginning language lab is purely mechanical, teaching phrases, helping me to comprehend. But as I progress in study, the tapes expose me to the beauty of foreign authors' dramatic works, and to more sophisticated levels of understanding.

Art lab offers unlimited opportunities—ceramics, silk-screening, painting, sculpturing—to create, to express, to communicate. The chance for me to "tell it like it is," in whatever medium I choose. I could talk for hours, and fail to communicate what one of my art works can say. I can substantiate my thoughts for all to see.

SCHOOL BUS

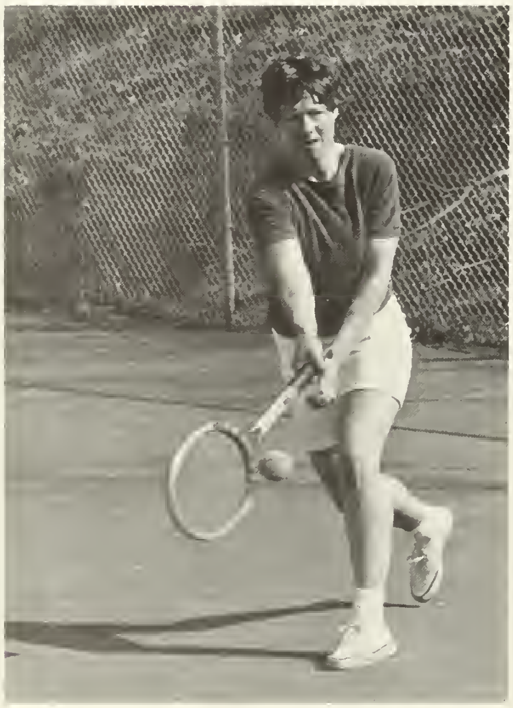
The day hops . . . the royal order of the round tables . . . the day hop union Union . . . pull up a chair and we're three deep around a table endowed with grafitti and free art form . . . crash!!! . . . another day hop just bit the dust and slipped off a chair, . . . "Help! My car pool left without me" . . . "can you fit twelve extra girls in you car, mine won't start?" . . . anyone know how to change a flat, charge a battery, or fix a water pump? Chatter, chatter, chatter . . . could I possibly talk someone into a game of cards? . . . someone help me eat an order of french fries . . . tomorrow I diet . . . QUIET! This is a study table . . . the union of social and scholastic, silly and serious, and as four o'clock approaches, the din diminishes and the crowd disperses in all directions . . . Routes 20, 30, 128 . . . the lanes that link home and school, friends and teachers. We leave, only to return again, meeting for coffee at 8:50 sharp the next morning.

'Twas the night before Christmas vacation/ and all through the school;/ Not a creature was stirring!/ who are you trying to fool?/ The bottles were lined up/ all neat in straight rows;/ In hopes that thirsty throats/ would soon on the scene show./ A small party before dinner,/ and then to a Christmas play;/ Then up to the Foyer singing carols/ in our own graceful way!/ Now up Seniors, up Seniors/ to Regis Hall you must run;/ For more Christmas spirits . . ./ the evening has just begun! Now down Seniors, down Seniors,/ back to the dorms you must hurry;/ To finish papers due . . . and join in the party./ And as the pink sun rose/ and my tired eyes shut tight/ For the first time I realized/ that Christmas was in sight!

Parents' Weekend: Another Dimension

Along with the hustle and bustle of Harvest Hop and Country Fair comes Parents' Weekend. So it's called—but who is it really for? It gives Mom and Dad a chance to come and see their "little girl" and spend some time with her. They take advantage of the opportunity to meet their daughter's friends and parents, and become a part of the Regis world for a few days.

And yet, from our point of view, although we like to think of ourselves as mature and independent, we find ourselves looking forward to the weekend. Perhaps we enjoy it so much because we are sharing a world that we are so much a part of with people who are so very important to us. From football field to banquet table, we come away knowing each other a little better, understanding ourselves a little more.



R & R . . . rest and relaxation. There are times I have to forget my work and channel my energies into something else. Whether I come breathlessly off the tennis court, or improve my skill at pool. Or maybe I don't have any particular end in mind and enter an egg throwing contest. Also, friendships expand when you find something else you have in common . . . he skies too! People really get to know each other on the tennis courts . . . "I wasn't ready!" They work in pairs and change sides . . . "I always lose when I play with you!" The games won and lost always seem to balance out and the conversation can continue after the game . . . "You served when I wasn't looking!"
Wasting time? . . . I don't think so. I can return to the books a little less restless and a little more relaxed.

Rose Baker
Director of Alumnae Hall

Genevieve McMahon
House Director

To understand is to live under the same roof

Where can I wait until the guard comes back in an hour . . .! Parietals, no curfews . . . many rules were changed, debated, and ammended. At one point, no one really knew what the rules were, but now they're heading in one direction . . . out.

Our house mothers no longer carry the heavy responsibility for us and we speak to them as friends who have a genuine concern for us. They're there when we need them.

As Regis, just as our society, grows, it will become less tied down by regulations. This is fertile ground for free thought and living.

Look around . . . We no longer depend on John Meyer for clothes coordination, and we no longer expect our God to give us all the answers gratis.

We're under one roof, but each girl is going in her own direction. We're part of a "free society" and we act accordingly, doing our "own thing."

Frances Hoeffler
House Director

Janet Hoyt
Director of Residence

Mary Callahan
House Director

My dorm, one huge closet from which everyone gets their clothes, an apartment complex, where the only thing we have in common isn't just our sex. Our personal lives, disasters, accomplishments, sick jokes, exams, assignments . . . all appropriate topics for conversation. Here no one is afraid to speak her mind. There are subcultures within subcultures . . . rooms within floors, within dorms.

Some nights a room freaks out and it spreads to the entire floor . . . tumult . . . "I'm trying to sleep!" "Who needs sleep?" . . . "I'm in love" . . . "I flunked my final" . . . "I got a grant" . . . "I *love* this song" . . . "Could you turn your radio down!" . . . "I've got a paper due" . . . but I *need* sleep." If you're tired you'll sleep!

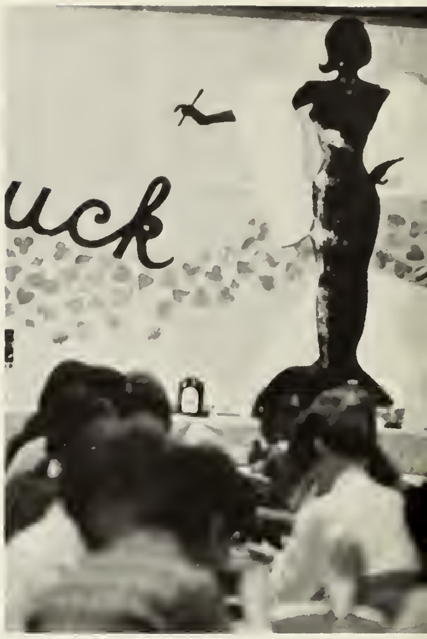
It's a lot of living and studying, and very little sleep, under one roof.

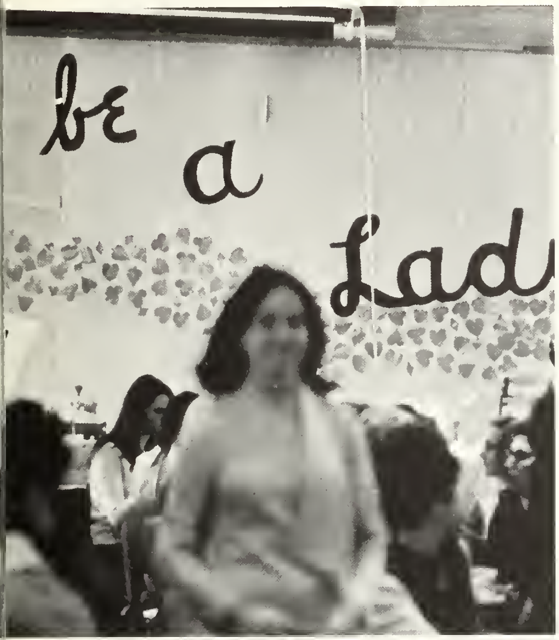
Parties, mixers, dates, Harvest Hop, proms, so many social events are held during our years at Regis. "A blind date—how tall is he?" "White socks!" "If I stay in one more Saturday night, I'll scream . . .!" So much a part of our life—studying with one ear towards the phone, waiting for a "visitor at the desk." We attend dances and meet everyone's beaux—and give our stamp of approval.

We acquire friends, expand our social circles—no longer are we strangers on other campuses.

There were many people on the Junior Bridge Committee; at first there always are. People overestimate the time they have to offer a function or underestimate their part in that function. But as the days grew nearer and the committee dwindled down to the hard core workers, the plans began to take shape.

The day was a success, thanks to Anne Palmerino, and everyone settled down to an afternoon of card playing and feeling lucky.





The evening began in confusion—we lined up in alphabetical order. But as we met our senior sisters and stepped through the ring symbolizing our seniordom, we realized that this was the first in a series of steps culminating in that long, slow walk to receive our diplomas in June. We felt a part of Regis, but more than that, a member of the class of 1970. That night we were moved by the togetherness of our class, and, perhaps, for the first time, knew that all too soon we would be separating. The ring itself, the tower, and the Regis insignia mean something to all of us, but, beyond that, they represent the experiences we have had in our four years as a class.

Folk Masses . . . ballerines . . . personal petitions . . . both species . . . readings . . . I became involved in Mass. There is change and I see it: I am changing too, as I participate in it. Whenever or wherever I go to Mass I feel the impersonal disappear. I do not walk away from this experience, but feel it in my every day life. I sense that I am not just a member of a religion or a person viewing a ceremony, but that I belong to a community. Father Burns and now Father Gorman fulfill my religious experience; I know they are there whenever I want to question or communicate my feelings.

I have found that I have a different "study position" for each of my moods. When I feel sociable, I can sit in a room with any number of people, and all the noise in the world couldn't disturb me. But there are times when I just have to be alone, perhaps to listen a little more carefully to my own thoughts.

Mr. Z
"—Did you take your stupid pills today?"
"—Sing as if you really were women!"
That man!

One man—with thirty women madly in love with him. One man, raving, insulting us and each tone we managed to produce. One man, dynamic, shouting until his voice gave out. Then, pounding his fist in time against his music stand.

He stood there, sleepless, the night before a concert. "Sing, damn it—if you can't do better than that, we'll have to tell those stupid people you can't sing." He stood there, the next night, dapper, one man against an overwhelming backdrop of feminity.

He had one word,
Bravo!

Mrs. G
That woman!

She stands, slim and lithe against that same backdrop. Moderate in all things, she is especially slow to violence and anger. The music we sing is different now and she never calls us stupid.

"Gut baby, gut." Course Registration.
We started at noon and queued up, as in a bread line. We brought lunch. We brought dinner. We sat for hours on the worn marble stairs. From the gym to the fourth floor, we sat, knee to knee to back. It was suffocating. The old sneaker smell of the gym drifted up and our talk drifted down.
The milling and pushing over, we trudged disgruntled or satisfied back up the stairs, past the candy wrappers and coke cans, and those less fortunate than we.

Smash . . . a hit . . . utter confusion . . . "does anyone know the score? 400 to what?! You've got to be kidding . . . Oh, well, we've got two innings to catch up, you never know . . ." But somehow the faculty always manages to win.

It is here that the faculty joins in with the seniors in a "no holds barred" baseball game. Both teams argue the calls, and base stealing is rampant. The seniors are never as adept with stealing bases as the faculty but are always willing to give it a try, using most devious tactics.

The sidelines would begin the afternoon quietly and work up to taking almost as active a part in the game as the faculty and seniors, screaming comments and hints at the unheeding participants.

At the game's end, with all discrepancies in the score ironed out democratically by both sides, the group drifts back into their separate roles of students and faculty.

ABOLISH
COMPS

W

NO
COMPS
REG
NO MORE
Senior
COMPS

STUDENT STATEMENT

The protest action was initiated Tuesday night, April 22, 1969, by several seniors who felt that, since for three years going through "proper channels" had failed to achieve any re-evaluation of the comp policy, more drastic measures were necessary. A Student Steering Committee drafted the previous evening introduced a revised resolution for student approval that morning. Essentially, the resolution, ratified by the protesting majority, offered the faculty three points for consideration: that comps no longer be required for graduation (a student could elect to take them in order to attempt to graduate with honors); that the integration purpose of the exams be preserved in the form of a nongraded seminar, paper, or oral exam; that another equitable solution be devised.

FACULTY STATEMENT

"Written comprehensive examination which will be required for all seniors will take place on Monday and Tuesday, April 28 and 29, 1969. The faculty will evaluate the quality of the examination and will indicate the evaluating statement on the back of the transcript. This statement will embrace a range from outstanding to below average but satisfactory work. Students will have the option of improving this evaluation. Candidates for Honors will be expected to write a high quality paper. This proposal is a temporary measure for the senior class. The joint faculty-student committee will commence immediately to study the entire comprehensive system."

DISSENTING FACULTY STATEMENT

"We are deeply concerned about the recent faculty decision, which we did not support." So begins a statement released April 25, 1969 by the fourteen faculty members who had voted against the decision to accept the student-faculty comps resolution. They feel that the decision has "compromised the intellectual integrity of the Regis academic community." A feeling common to many of the fourteen was that there was an element of appeasement in the faculty decision rising from what may have been anxiety and shock at the students' actions.

Regis faculty members: teachers . . . instructors . . . lecturers . . . associate professors . . . professors . . ., no words fit the profession. The words have no relevant meaning. To say one teaches sounds passive. One shares what one knows and guides students from making misconceptions.

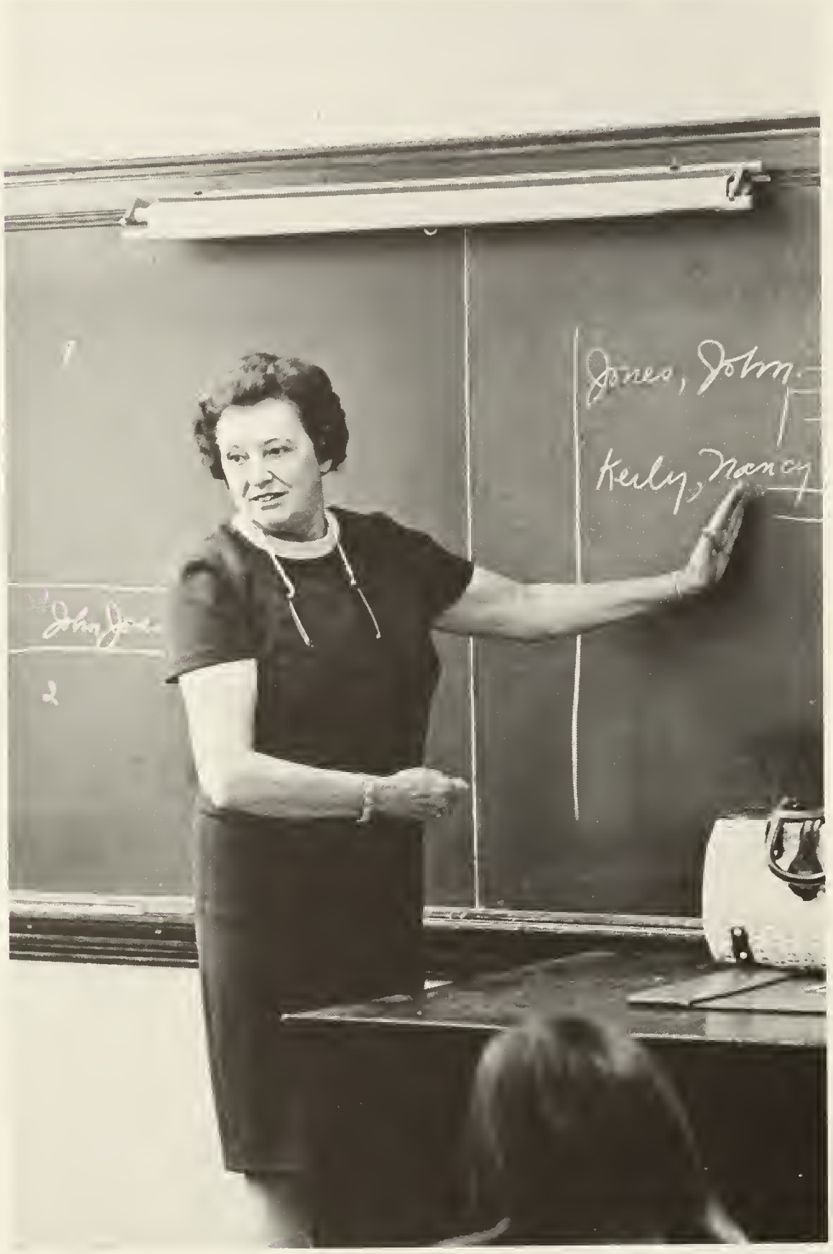
I sometimes really know what a teacher is saying. I become actively involved in a lecture, book, article or what ever. I do more than I have to for a passing grade, and he does more than he has to to teach. We both have something to learn and share, and that's the essence of "teaching."

There is something unselfish in a career in which one must put everything he knows on the firing line. A teacher can't be two steps ahead of a student, but must be with them, getting through the difficult parts and at the same time himself know inside and out the reasoning inherent in the subject matter. In other words, the teacher must not only know all the right answers, but also care to know *how* a student gets the wrong answers, and try to understand the thinking process involved, wrong though it may be.

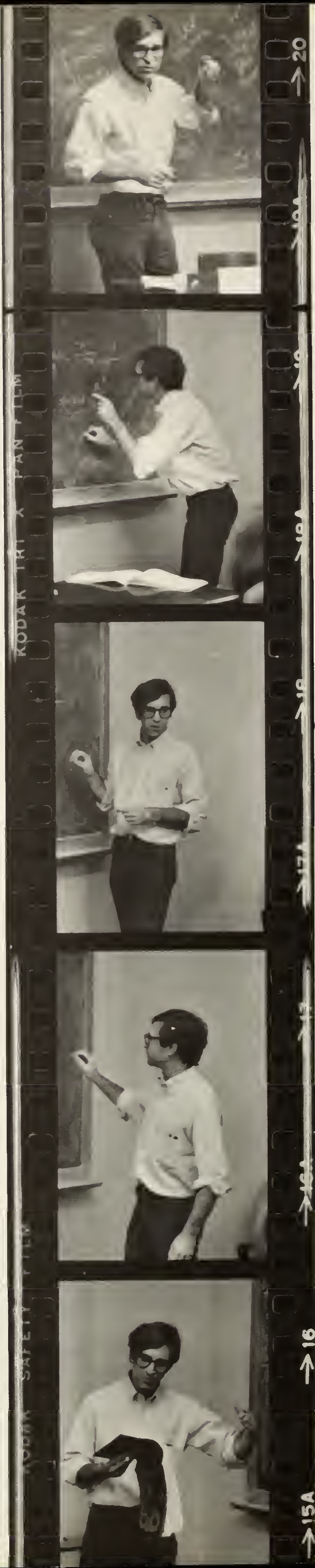
It must be tedious to hear the same questions year after year and answer them as though the student were the first to ask, but each teacher confronts this and handles it in his own way.

This is perhaps why no verb or noun describes the art of teaching, because to everyone it means something different and to every teacher it *is* something different.

Hands . . . explaining, pointing, tracing a thought through to the end . . . molding, shaping, working an image in and out again . . . patting, tapping, tamping down an unruly concept . . . explicating, delineating, filling in our gaps. . . . They tell us how they think with their hands. They move from point to point in the air or make free form patterns in space. Their gestures tell the tale of their discipline. Watch their eyes, their faces and their hands.



Dr. Grace A. Hawley, Professor
English, Chairman
Dr. Gene Davis, Lecturer
Chemistry



Sarah W. Lockeretz, Instructor
Sociology

Frances Trapp, lecturer
Art

Students and faculty members discussing, discovering, sharing, just being together. There is no learning en masse here. I am treated and I feel as an individual. We are not worlds apart—we meet in an intellectual sphere. Whenever I feel the urge, I can seek her out, whether I wish to discuss an academic problem, a political situation, or just talk.

Sister M. Juan Mahan, Associate Professor
French, Chairman

Sister M. Louisella Walters, Associate Professor
Art, Chairman

Sister M. Emily Cahill, Professor
Chemistry

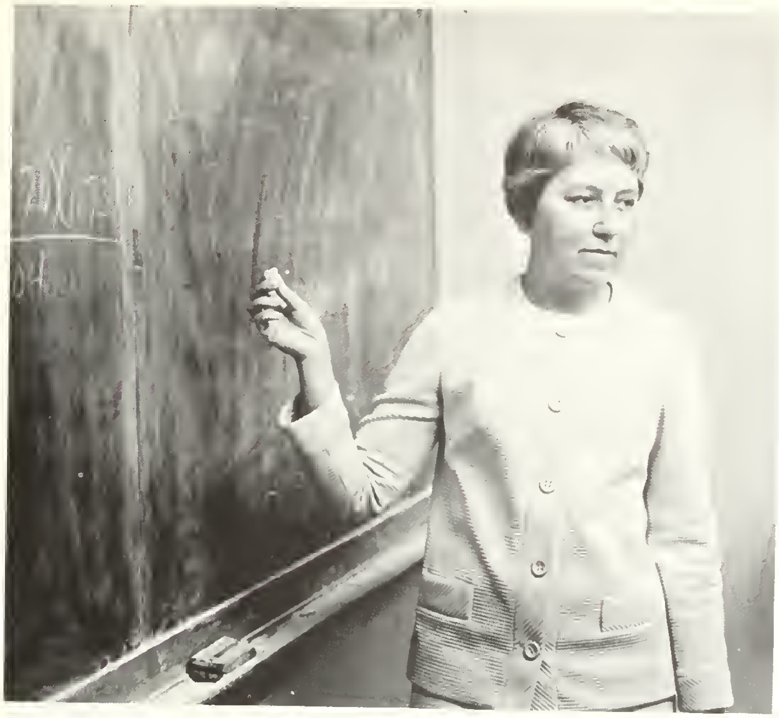
Sister M. Cabrini Angelli, Instructor
Biology

Sister Marie de Sales Dinneen, Assistant Professor
Art

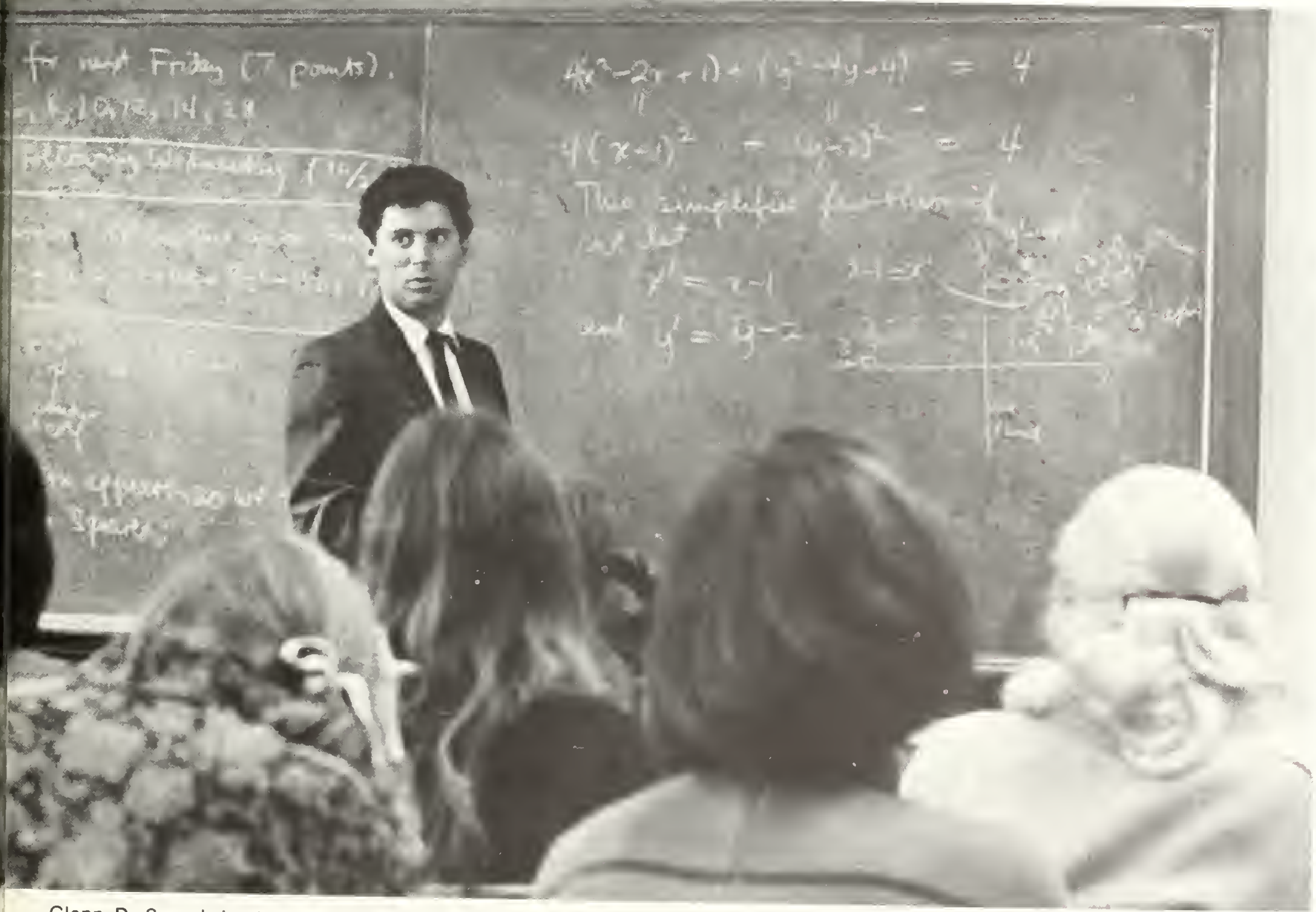
What is shown to me aids my comprehension. I feel that what I have read is suddenly coming alive. The concept is within my grasp and it begins to have meaning. This comes about as a process—visual and auditory effects combining into something more significant. Associating ideas, debating in my mind what I see makes this factual knowledge become more applicable.

Sister Marysia Donovan, Assistant Professor
Biology

Edward Mulholland, Assistant Professor
Economics



Dr. Elizabeth Shuhany, Professor
Mathematics, Chairman



Glenn D. Sproul, Lecturer
Mathematics

Sister M. Carmeline Rose, Assistant Professor
English

Sister M. Therezon Sheerin, Assistant Professor
Psychology

Reverend James J. Bretta, Lecturer
Philosophy

Sister M. Viterbo McCarthy, Professor
Psychology, Chairman

I find it startling sometimes when someone tells me what she thinks about a particular class, and my view is entirely different. It is hard to realize that everyone's personality and entire being goes into the reception of a lesson. The classroom is the common ground for these divergent ideas and the teacher must take this into account, as well as her own slant on the field.

Reverend Dennis Kenny, Lecturer
Theology

Dr. Marguerite Bouvard, Assistant Professor
Political Science

Edward Siegfried, Instructor
Mathematics

Dr. Leo S. Chang, Assistant Professor
Political Science, Chairman

As I sat in the audience the evening of the Viet Nam "teach-in", I came to be aware of the deep personal commitment that many of our professors felt toward society. They were involved . . . willing to give us their reasons for involvement in unbiased terms. This wasn't a classroom setting. If we disagreed or felt a point unjustified, our hands would go flying, and we would get "equal time" at the mike.

The setting was people . . . speaking, listening, and arguing with each other. One could forget for a couple of hours that she would be seeing that professor in class the next morning.

We were united in the common prayer for peace, and we brought to it our own ideas, inhibitions, and prejudices which were tried and tested throughout the evening. For peace to exist there has to be a uniting of factions which was perhaps the culmination of the evening's events. But we were united to a larger group . . . to all the other "teach-ins" held that week. And we all held on tightly to our prayers for peace.

Dr. Paul Boulanger, Lecturer
French

Aglaia Lily Macrakis, Assistant Professor
History, Chairman

Sister Mary Rita Grady, Instructor
Philosophy

A gesture is somewhat a "typographical" device. It is the articulation of a point to be made. Analagous to underlining an important word, it calls my immediate close attention. For a moment that word or sentence stops to be held under close scrutiny in my mind. I then decide whether this word which is important, is really important to me. This self questioning is essential to my learning and assimilation of the subject matter. And it is most clearly triggered by an articulate gesture.

Dr. Edward M. Case, Professor
Philosophy, Chairman

We sit before them, hour on hour, soak it in, and, on occasion, pour it all back out. They talk to us, at us, with us and sometimes, for us.

They find words for us in French or Spanish. Structure and form become irrevocably linked in our minds. Their words become ours.

We finish assignments, read chapters and do the lab work. We sit, then, before them, praying it will all fall into place.

For that, in a day of paperbacks and cartridge tapes, is the function of the medieval lecture system. The classroom must be an experience, directed to the future, linked to the past, and congruent with the present.

Sister Patricia McDonough, Instructor
French
Sister M. Cecilia Agnes Mulrennan, Associate Professor
Biology, Chairman

Sister Claire Archambault, Instructor
Mathematics

Kay Raymond, Instructor
Spanish

Sister Gertrude Diskin, Instructor
Political Science

Dr. William S. Barron, Assistant Professor
History

Sister Ann Marie Grady, Instructor
Theology

Sister Helen M. Fenton, Associate Professor
Economics

As I sit in class I participate in the teacher-student relationship. I cannot just listen, no more than the teacher can just lecture. What I learn and how I learn depend on how we interrelate our ideas. Learning becomes a cooperative experience and through this experience I find myself broadening my ideas by listening to the thoughts of other students as well as to my professor's view.

Sister Loretta Hegarty, Assistant Professor
Education

Dr. Althea C. Wolfkopf, Assistant Professor
German

Sister M. Lucilla Dinneen, Dean Emeritus
Professor, Classics

Sister M. Margaret William McCarthy, Assistant Professor
Music

Dr. Jacqueline Covo, Assistant Professor
English

Sister M. Xaveria Sullivan, Professor
Classics

As I attempt to understand and to learn, the thinking process not only generates new ideas within my own mind and in those of the other students around me, but also stimulates the open mind of the instructor sharing in the creativity. To inspire a professor with a new approach to a well-worn problem, novel, work, or theory is one of the highlights of the academic experience.

Sister M. Andrene Foley, Assistant Professor
Psychology

Dr. Edgar Johnson, Lecturer
History

Leo Barrington, Assistant Professor
Sociology

Dr. A. Michael Rossi, Lecturer
Psychology

Seminar: nerve session, trial by fire, the ninth level of hell . . .
"I had a beautiful weekend . . . It's Tuesday? . . . It's Tuesday! . . . Is it legal to cut seminar? . . . I don't feel very well. . . . Somebody talk!" Informal discussion, bull session, mass hysteria, confusion . . .
"I do wish she would be quiet . . . I believe . . . I disagree . . . but, don't you find? . . . I discussed in seminar . . .!"
A worthwhile learning experience . . . breakdown the barriers . . . explore new territory . . . in seminar.

Anna G. Gallos, Lecturer
Music

Dr. Donald W. Brown, Lecturer
Psychology

Sister M. Perpetuus Lang, Associate Professor
Spanish

Dr. Joseph Green, Jr., Lecturer
Sociology

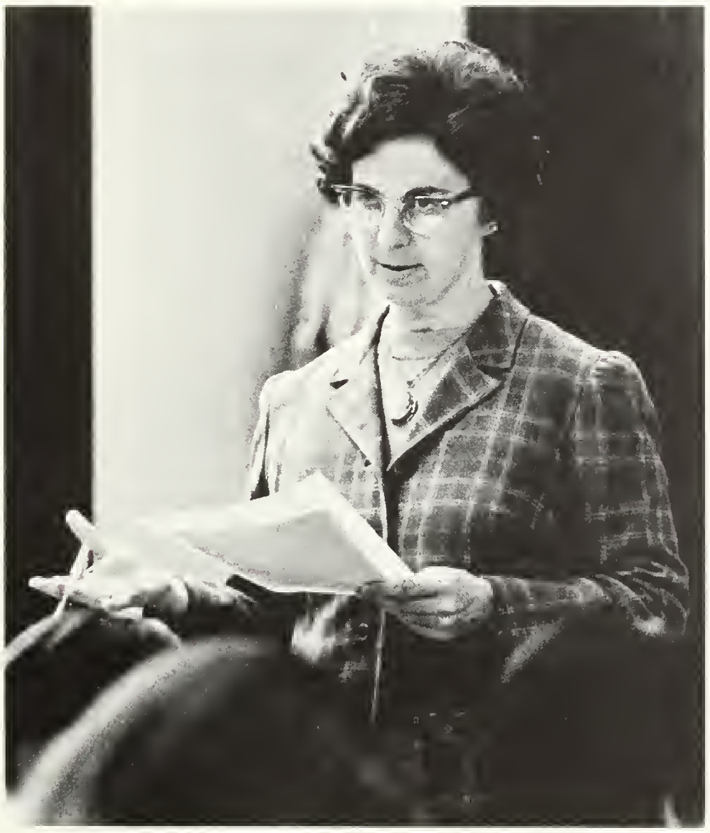
Dr. Vera Laska, Assistant Professor
History

Dr. Stephen J. Clarke, Associate Professor
Education

A teacher . . . a dynamic force forever exploding with thoughts and ideas, waiting patiently in hopes of stimulating that one reaction to complete a whole being already more than the sum of its parts.
An atmosphere is created . . . would that it be nourished and sustained.

Dr. Warren Gribbons, Professor
Psychology

Through my student teaching I learned what a science and an art teaching really is. As the class proceeds, a teacher must be alert and know how to pace her class according to their understanding. She then invites questions and divises "impromptu" methods to clarify answers. These "impromptu" methods are a result of a deep and comprehensive knowledge of her field.



Sister Claire Bouley, Instructor
Russian

Sister Neonilla Barrett, Assistant Professor
Sociology, Chairman

Dr. Mary C. Bryan, Professor
English

Sister Therese Higgins, Associate Professor
English

Sister M. John Regis McKenzie, Assistant Professor
Physics

Mary P. Hamilton, Professor
German, Chairman

Sister Regina Marie Koch, Assistant Professor
German

Directed, linked, congruent, the experience is reciprocal. They relate to us: pour it in, spell it out. They enumerate, explicate, evaluate. We, in turn, speak to them. We make their ideas ours, and ours theirs.

We pound the desks, defend ourselves and the children of our minds. They reveal their vision, verbalize their understanding. And, at moments of grace, we speak together.

We know it happens. In a warm exchange, there is a tingle, a little gasp of breath, a nervous laugh, and a smile that passes from student to teacher to student. We communicate.

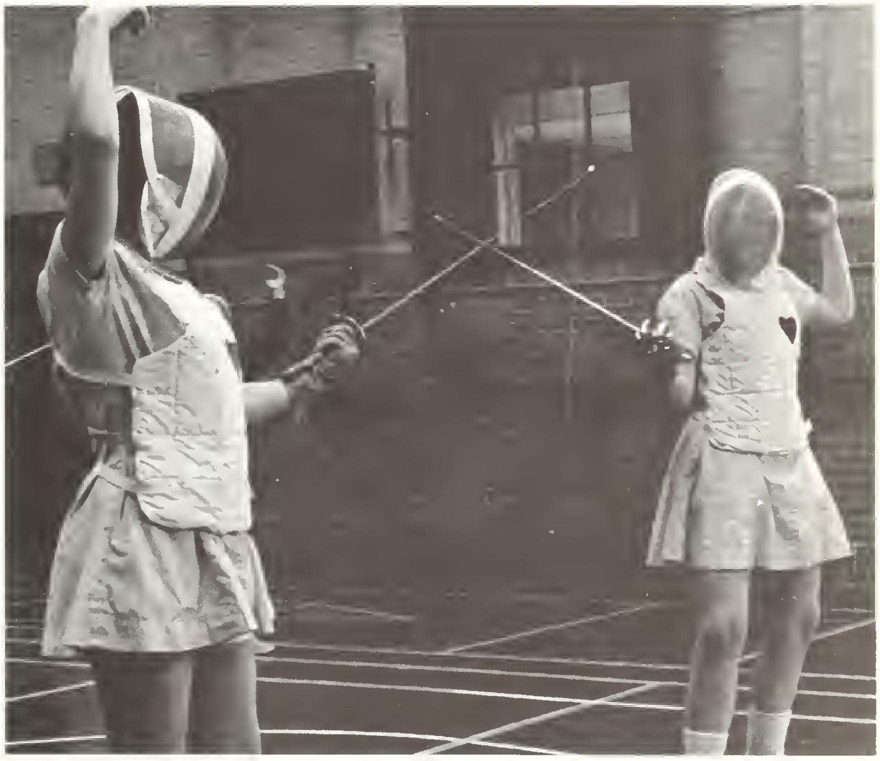
Someone drops a book and the gulf between the desks widens again. We communicated.

Up 2, 3, 4, down 4, 3, 2, up, down, up, down, the stairs to the gym don't get any shorter. "Hustle ladies, hustle . . ." Right wing? Left wing? . . . My turn to referee again? . . . Whose ball is on the balcony? . . . But it's *cold* outside . . . Just how warm do you think a pinnie is? . . . How many cuts is that? . . . Physical education is one thing at Regis that everyone experiences. After you had memorized the alloted number of names, the team could work together and communicate effectively . . . "Hey . . . uh . . . uh . . . what's your name, the basket's down the other end of the court!"

After the proddings of Miss Hughes and Miss Nolan, we found that we were shaping up, and could probably make it back up the stairs without resting once, if we really tried.

Olive A. Nolan, Associate Professor
Physical Education, Chairman

Edwina A. Hughes, Associate Professor
Physical Education



Mary Malany, Instructor
English

Sister Marie Klapacs
Health Instructor and Nurse

The tools of the trade:
A melange, new and old—
the ways in which they
communicate.
Their words:
"Arma virumque cano."
"Oriental art, which is
characterized by . . .
poetry resting in our boughs . . .
people today, working and
studying to make a better
world for . . .
the themes in English literature."
"Where does it hurt, dear?"
Can you dig it, baby?

Dr. Susan Williamson, Associate Professor
Mathematics

Sister Melmarie, Assistant Professor
English

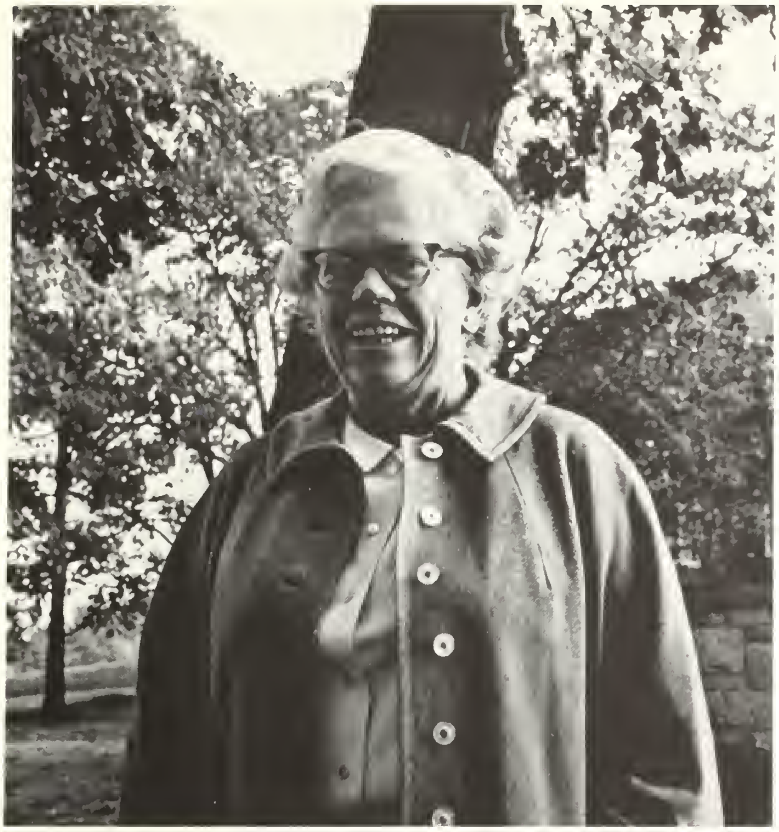
Sister M. Grace Healy, Director
John Hancock on Campus Work Project

Sister M. Francis Holloway, Associate Professor
Classics

Sister M. Claire McNamara, Professor
Chemistry

Cherry blossoms . . . dandelions . . . the wooden stairs are removed from the library . . . I no longer listen to WHDH as the first snowflake falls . . . or walk on top of two feet of snow to meals before the walk is shoveled . . . I walk around the tower . . . the frangrance of the flowers . . . the green grass . . . spring arrives at Regis . . . I don't feel like studying . . . it couldn't be spring fever already, could it? . . . How can I last fifty-eight more days? . . . Everything is alive! . . . But I have seminar to do, papers to write . . . classes go on . . . teachers take their classes outdoors. The lawn provides a better atmosphere than the classroom now . . . I can't study in the library . . . Instead of a carol I chose the shade of a tree . . . There is more than one place to find quiet . . . and to prepare for that last exam . . . it won't be long now.

Sister M. Rosenda Gill, Assistant Professor
French



Alice Maginnis Walsh, Assistant Professor
Art

Sister M. St. Francis Sullivan, Professor
French

Sister M. Gretchen Bogan, Instructor
Drama

Sister Margaret Kiley, Professor
Theology

Sister M. Leonarda Burke, Professor
Coordinator of Research Activities

Whether they teach, advise, stand at the controls of the language laboratory, or direct the math project, there is skill involved. More important is their unselfish interest and willingness to impart the fundamentals of their fields to questioning students.

Ronald McCulloch, Assistant
Language Laboratory

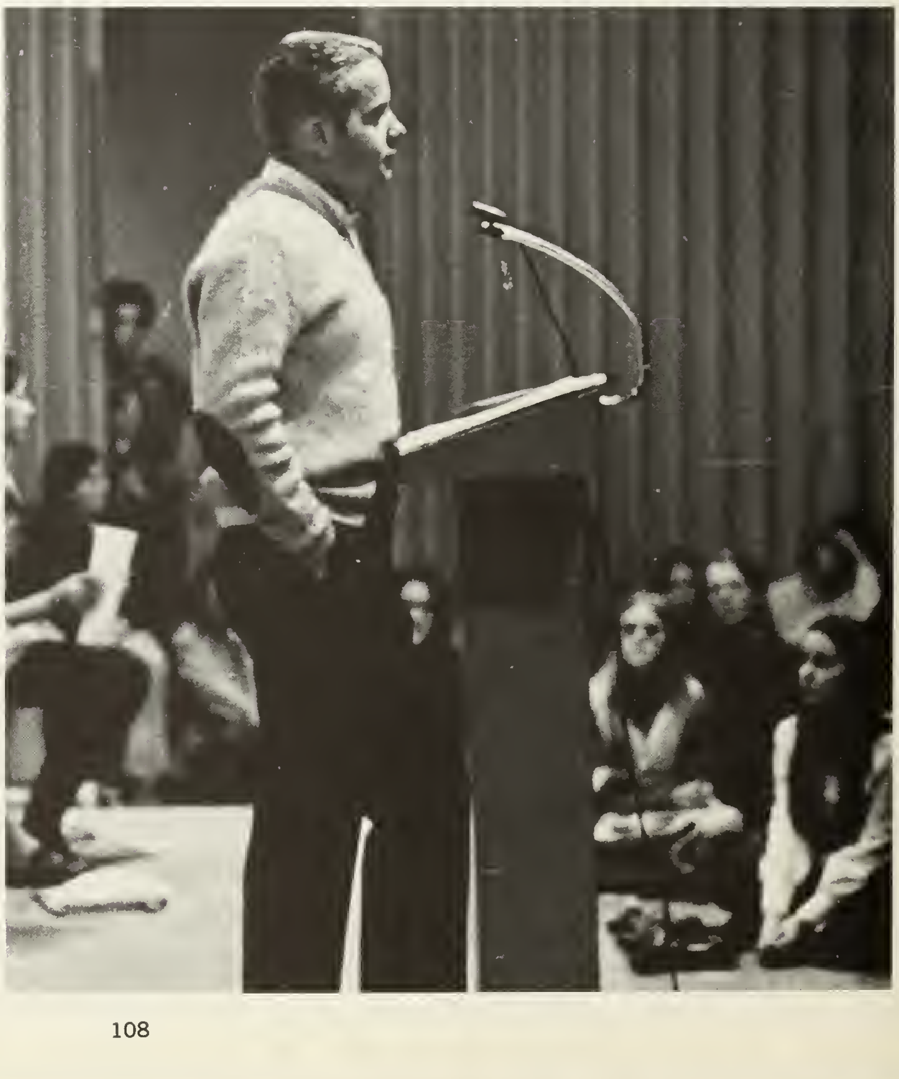
Louis P. Anastas, Lecturer
Education

Sister M. Anna Lawrence Roche, Archivist
Library

Julie A. Hanna, Lecturer
French

Sister Catherine E. Murphy
Advisor to Foreign Students

Reverend John L'Heureux
Writer-in-Residence



Reverend Paul G. Gorman
Chaplain

Sister M. Julie Harkins, Associate Professor
Theology, Chairman

Faith in God isn't a stagnant or a singular entity. It is transferred through interactions with people. Perhaps it is a deep desire to help, in any way, all the people with whom we share this planet . . . whether they be violent, nonviolent, communist, socialist, aggressive or nonaggressive.
This is where it has to work and exist . . . somewhere between the believer and the questioner.

Sister Claire Ryan, Instructor
Theology

There are days when I sit in a class meekly writing down every word . . . But there are days when I have to put down my pen and really be on the receiving end of thoughts and words. I don't want to miss anything which is being expressed; I might end up with a blank page in my notebook, but I leave the class with a mind full of ideas and a fuller understanding of the field.

Sandra Santolucito, Lecturer
Sociology

Sister M. John Sullivan, Professor
English

Sister Catherine Mary Meade, Instructor
History

Reverend Charles Ring, C.S.S., Lecturer
Theology

Action . . . reaction . . . I watch, and participate. I can refuse to listen, or ask for more, . . . the choice is personal. The learning experience is mine and yet it is also theirs. I feel that as an individual I have something to contribute to my courses; and I know that each instructor adds a new dimension to her subject matter by virtue of her own personality.
I digest, and assimilate both the interesting and the uninteresting, and then make it my own.
Where do I go from here?
I'm on my own . . .

Camille C. Malamud, Lecturer
Spanish

Richard D. Mical, Lecturer
Physics

Sister Margaret McGarry, Assistant Professor
Chemistry, Chairman

Josephine E. DeSimone, Associate Professor
Italian and Spanish

Senior year . . . how much do we know?

It would be ludicrous to say that what we have learned could be put down on paper, tested, folded, bent or mutilated . . . it is in us in the form of experience . . . experiencing new ideas, prejudices, facts, love, and hate . . . over every second of the last four years.

At times it seemed that the facts would never end. But then came the day when we could say something on our own . . . for some it was a depth paper, for others it was student teaching . . . in both cases we learned the most important fact . . . how to use our knowledge and integrate it with our own experiences.

This was the culmination of our four years. In the future we will learn new facts, and live new experiences, but however broad our horizons become, Regis will have been our foundation for life . . . a common denominator for us all.

Frances M. Arey

Nancy Jo Adams

Theresa M. Ascolillo

Joan M. Archer

Eileen M. Backus

Cynthia M. Bamberg

Marian Batho

Gertrude F. Bantle

Anne L. Black

Judith M. Brennan

Margaret M. Brennan

Martha A. Brine

Susan H. Brosnan

Gertrude E. Brown

Frances M. Burns

Maura F. Burns

Margaret A. Burns

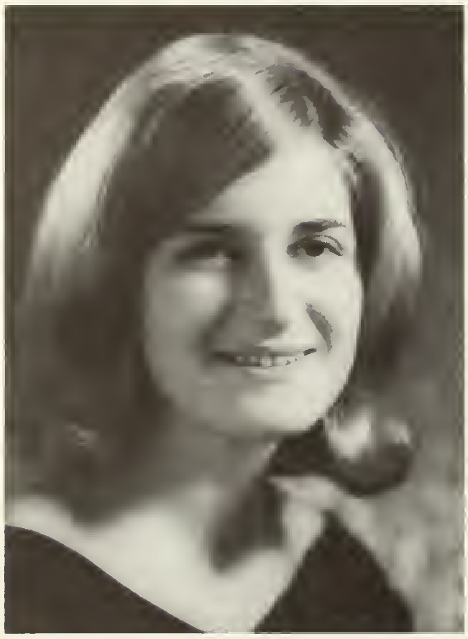
Anita L. Cahill

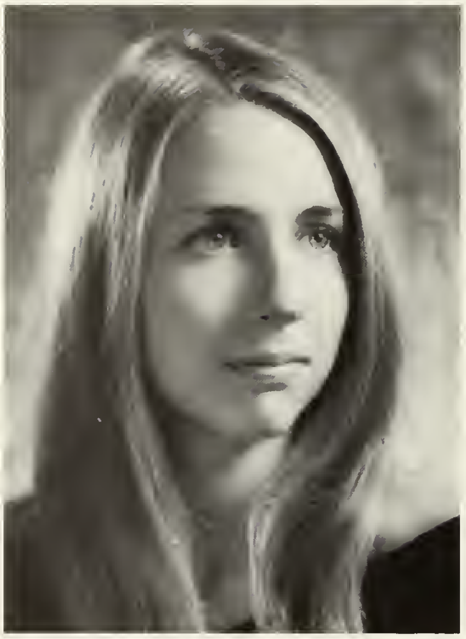
Pamela M. Caputo

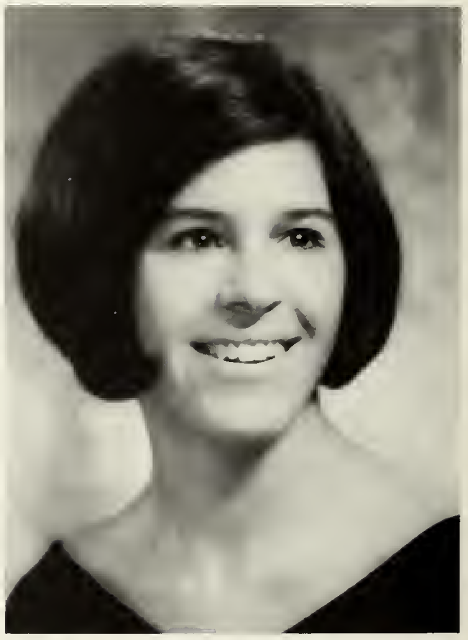
Susan J. Carini

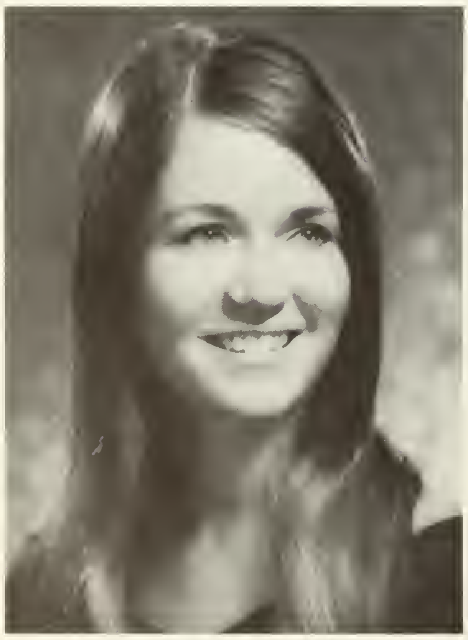
Barbara A. Carley

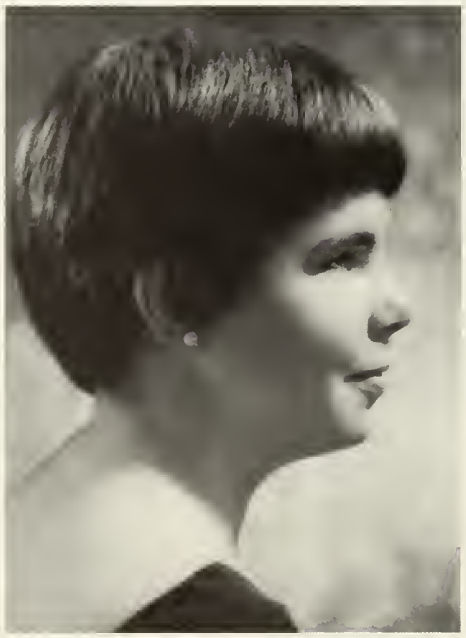
Elizabeth M. Carr

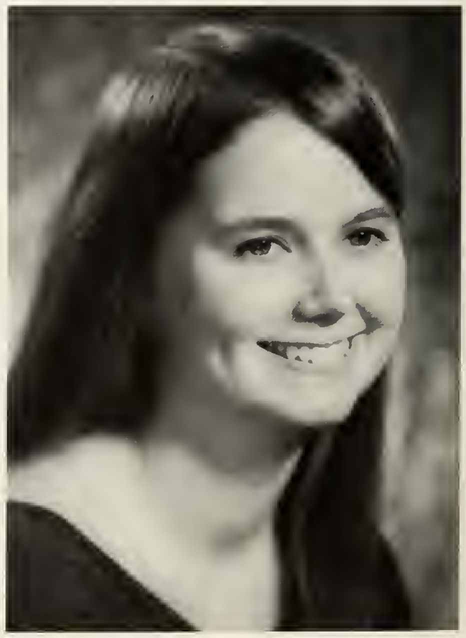

Rosemary A. Carvelli


Margot P. Cleary


Margaret E. Cohan


Victoria D. Connelly


Margaret R. Conry


Elizabeth A. Cormier

Geraldine M. Cataldo

Carol M. Cellucci

L. Corinne Cote

Nancy M. Cotter

Kathleen P. Cosgrove

Catherine A. Coumas

Jean M. Curley

Rosina M. D'Acci

Donna A. DeFeo

Ruth E. Delaney

Patricia A. Daddabo

Mary C. Dailey

Denise C. Dalton

Lynda J. DiFalco

Lee M. Dineen

Kathleen A. Dobbyn

Judith A. Doherty

Janice C. Dubowik

Christine M. Doyle

Susan D. Dowd

Sara A. Donahue

Theresa E. Dolan

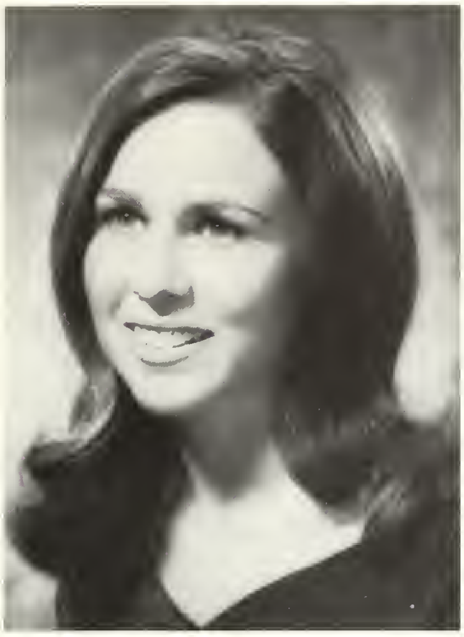
Mary F. Don Carlos

Rosemarie Earls

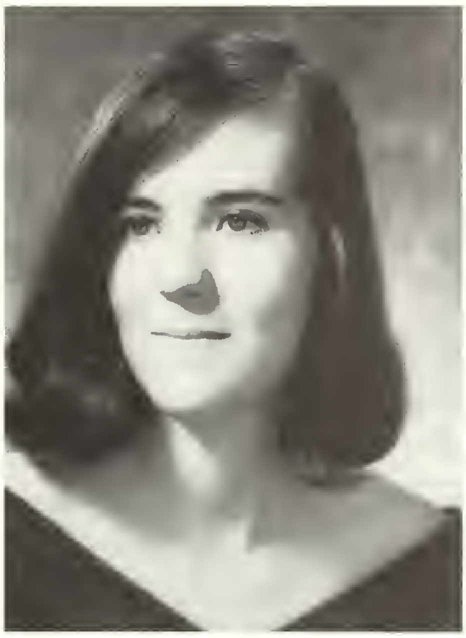
Deborah A. Fairbanks

Olivia A. Ferrante

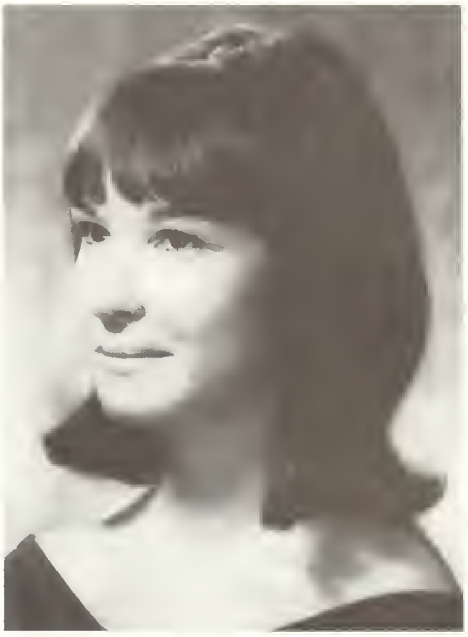
Barbara A. Fiorda



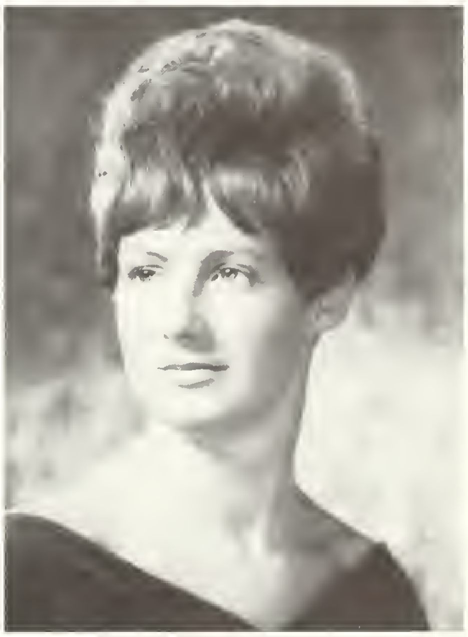
Kathleen E. Eichorn



Anne M. Finigan



Louise A. Finocchio



Gail P. Finan

Jacklyn A. Fraser

Carol M. Fulton

Suzanne M. Gautreau

Carol A. Giacomo

Mary Ann Gianetti

Kathleen M. Giardi

Madlyn M. Gillespie

Louise A. Fournier

Anne-Marie Goggin

Elizabeth M. Golden

Kathleen M. Grover

Judith A. Griffin

Elaine M. Handy

C. Martha Hackett

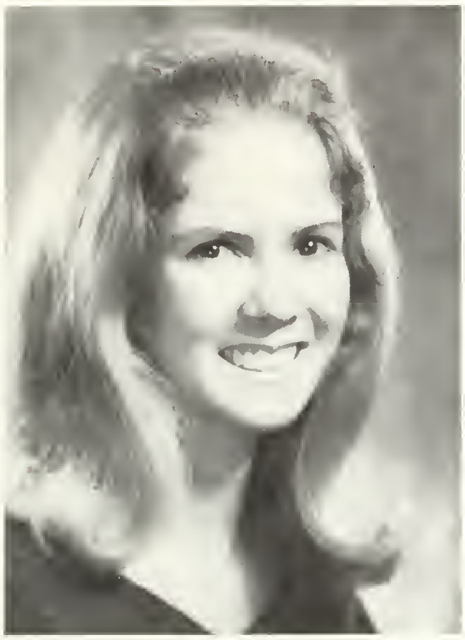
Maryann Greene

Elizabeth A. Goodrich

Maureen E. Hayes

Catherine T. Hill

Carol M. Hennessey



Christine M. Hansen

Mary Jo Hennis

Barbara A. Higson

Patricia M. Hanify

Nancy E. Higgins

Jane T. Hogan

Margaret A. Hogan

Priscilla L. Hook

Mary F. Hogan

Mary T. Hutzler

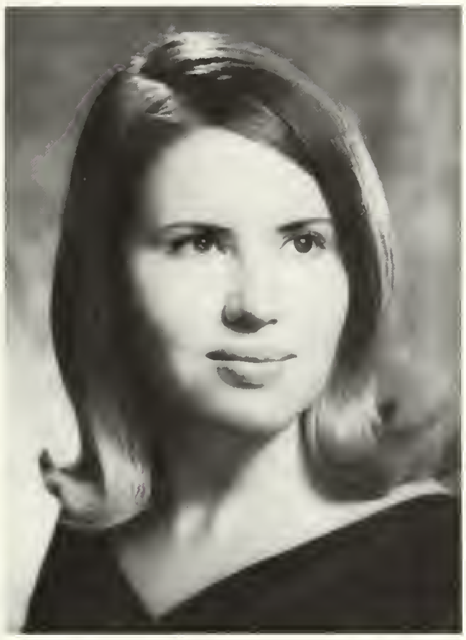
Jane F. Hurd

Mary A. Holland

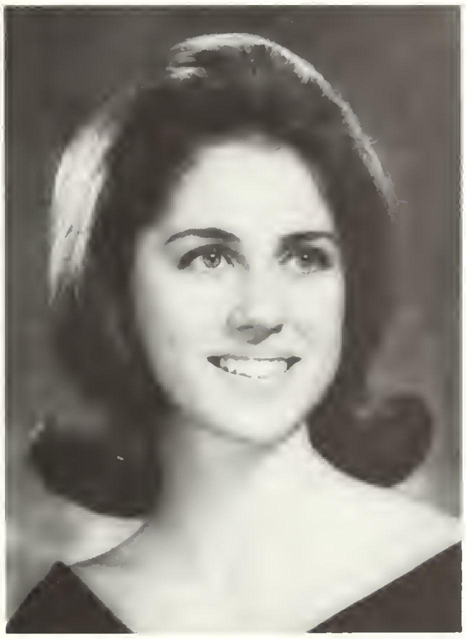
Anne Marie Hurley

Vilai Jaruthavee

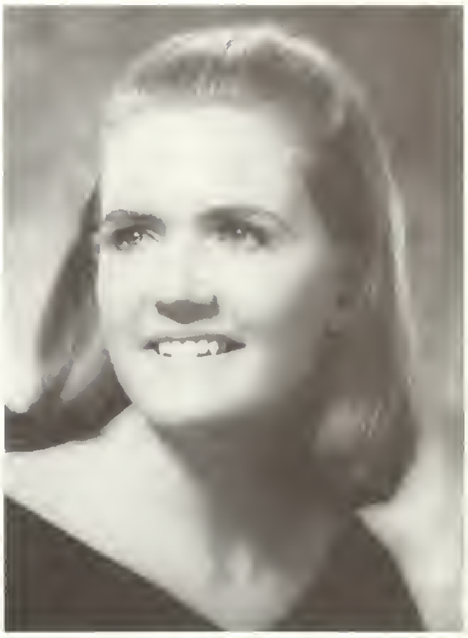
Rita M. Keavy



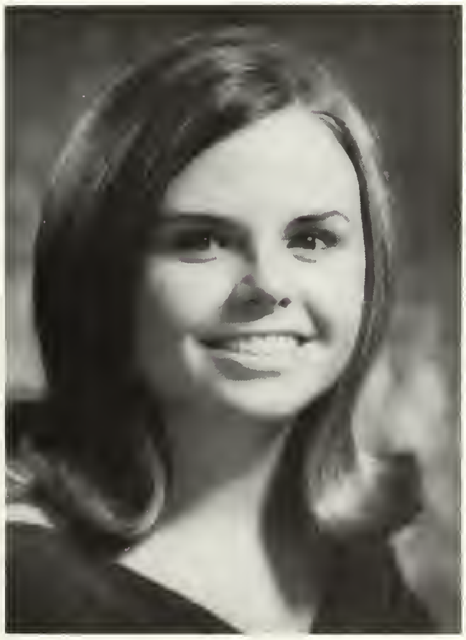
Anne P. Kelleher



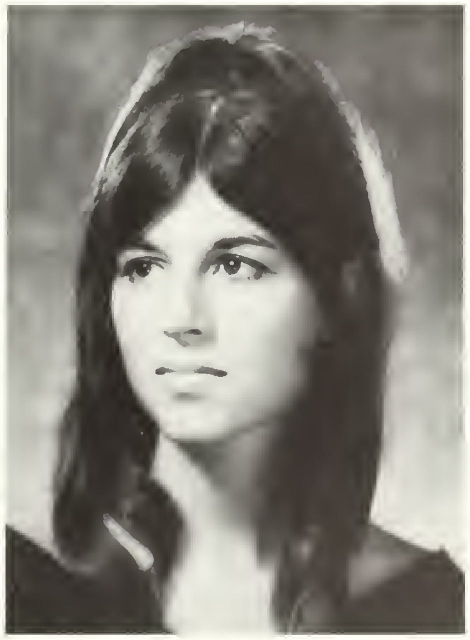
Jane M. Kraska



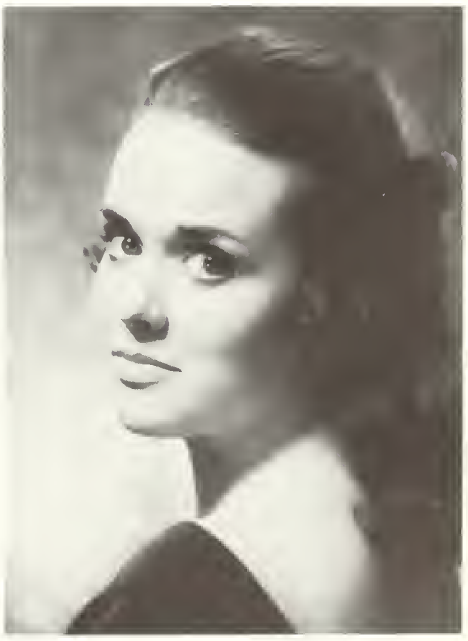
Mary T. Kelly



Constance R. Lambert



Pamela A. Irving



Catherine F. Leahy

Kathleen M. Leonard

Amy C. Lind

Mary P. Lowney

Alice A. Luster

Nancy J. Lynch

Barbara J. Lipcan

Mary F. Lombard

Sandra E. Lupo

Carole E. Mathieson

Joanne T. Mazzarelli

Mary A. McCallum

Jane L. McCusker

Charlotte M. McDonald

Michele L. McFaull

Mary Ellen Maye

Nancy M. MacKenzie

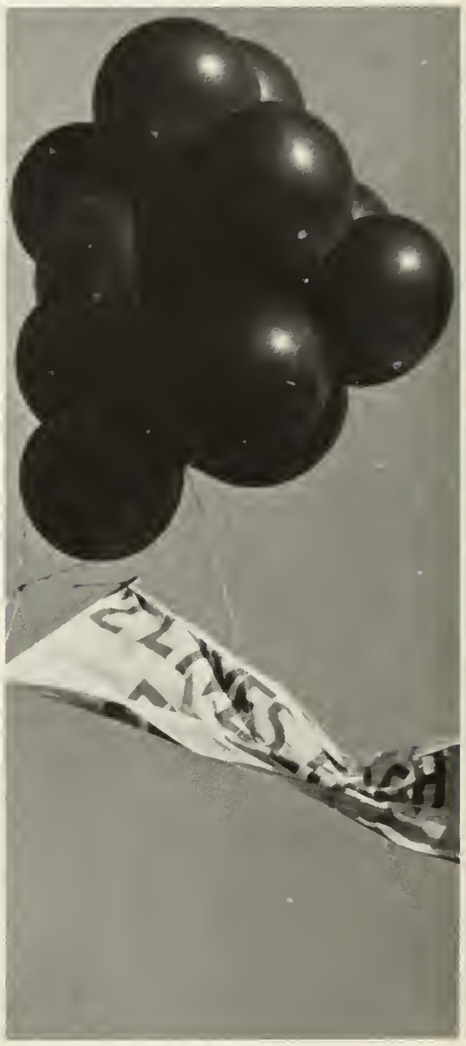
Mary E. McGloan

Mary Lou McKay

Susan M. McKenzie

Susan F. Meagher

Mary F. Morrison



Lucille B. McNulty

Paula M. Melican

Kathleen E. Murphy

Carol M. Noonan

Anne B. Nigro

Louise C. O'Brien

Margaret C. O'Brien

Janet M. O'Hearn

Anne N. Palmerino

Paula J. Pesaturo

Ginette M. Patch

Marie L. Powers

Nora B. Quinlan

Anne F. Ramelli

Marcia A. Ragonese

Karen A. Porcella

Judith A. Ramsdell

Mary Lou Riggs

Barbara A. Rancourt

Geraldine M. Scalese

Elinor A. Ryan

Patricia E. Riley

Dyanne M. Russett

Elizabeth F. Robichaud

Carolyn Schnaars

Kathryn A. Ryan

Eileen A. Schmeider

Valerie V. Shakespeare

L. Jane Scott

Priscilla M. Sicard

Isabelle M. Shaw

Patricia E. Sheridan

Marie L. Sorrenti

Martha M. Sullivan

Catherine M. Sullivan

Cornelia A. Sullivan

Cheryl A. Sullivan

Kathleen M. Stone

Donna A. Souza

Christine M. Sullivan

Donna M. Stayer

Nancy J. Tarsa

Josephine A. Torrisi

Patricia A. Sullivan

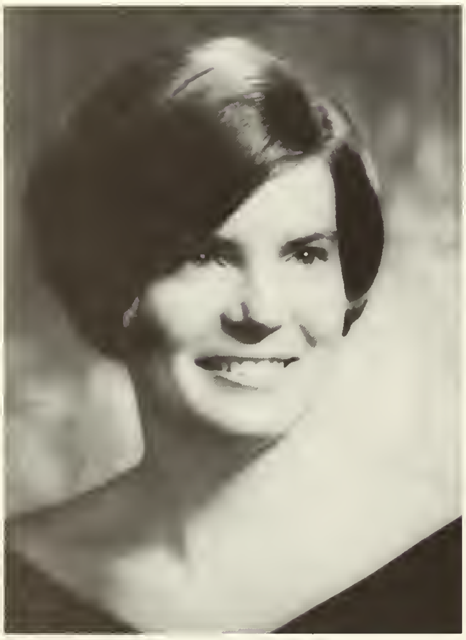
Patricia A. Taft

Charlotte M. Thompson

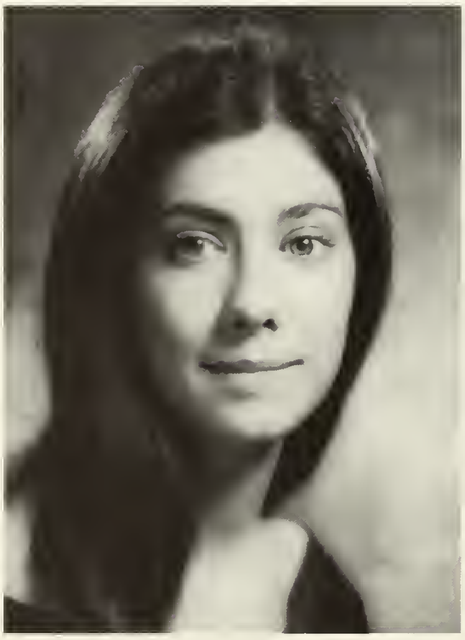
Marilyn A. Toomey

Maureen I. Trani

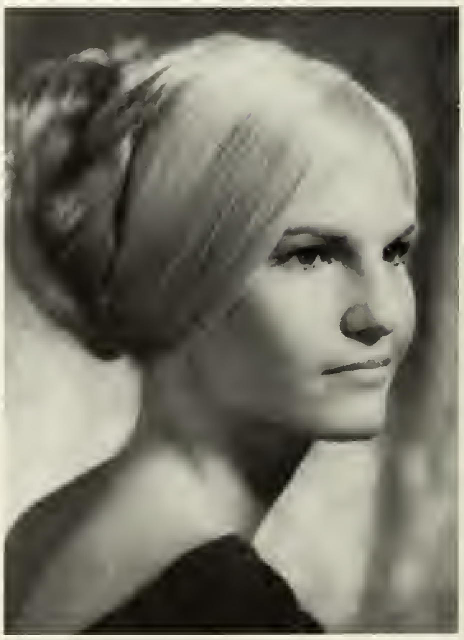
Joanne M. Tribulauskas



Diane J. Tully



Anne F. Valentino



Donna M. Villone

Jeanne M. Warren

Ouida K. Williams

Elizabeth A. Wright

Graduation . . . THE BIG DAY . . . proud parents . . . nervous chatter . . . would it ever come? Will this day ever end? The years of security went so fast and the day ends too quickly. But as we counted the days we should have realized that every day of classes constituted a small part of our graduation. With each question we asked and with each question answered, we moved into the responsible position of the educated. We don't become graduates on one day, it is a maturing process. When we came to college it was because we had questions to ask, now, hopefully, we know how to answer or to find the answers to these questions.

As members of the class of 1970, and this violent generation, we are people of action. We inherit a world which needs to be questioned and changed. As members of this era we know the enormous power we hold, and by virtue of our education we have the know-how and the responsibility to put this power to good use.

Ten . . . Hey Jude don't be afraid . . . Nine . . . the Christmas truce has been broken seventy-two times . . . Eight . . . and I repeat, I will not run nor will I accept the nomination for president of the United States . . . Seven . . . the city is in flames . . . the reserves have been called out and instructed to shoot on sight any loiterers . . . Six . . . cops-bad, busted-bad, high-good, straight-bad, head-friend . . . Five . . . fly the friendly skies of . . . Four . . . he's shot . . . he's shot . . . Bobby's shot . . . Three . . . the pill is a no-no . . . Two . . . the students continue to hold the administration building . . . One . . . and the cold war continues . . . gesundheit . . . ignition . . . a step for mankind . . . but in what direction?

We call it the "free society" . . . Caution: cigarette smoking . . . and every year we report every cent we make and how we spent or saved it . . . Uncle Sam wants you! . . . air pollution . . . gesundheit . . . balance of power . . . fat-free . . . ultra-brite gives sex appeal. It's strange that our technically directed society can be so seemingly gullible when it comes to advertising . . . join the———rebellion (I don't know where those college kids get all those violent ideas). You know Alice; she has the freshest mouth in town (camera pans in on a beautiful blonde's all-American toothy smile). Drink———a completely new experience (are we all *that* bored!).

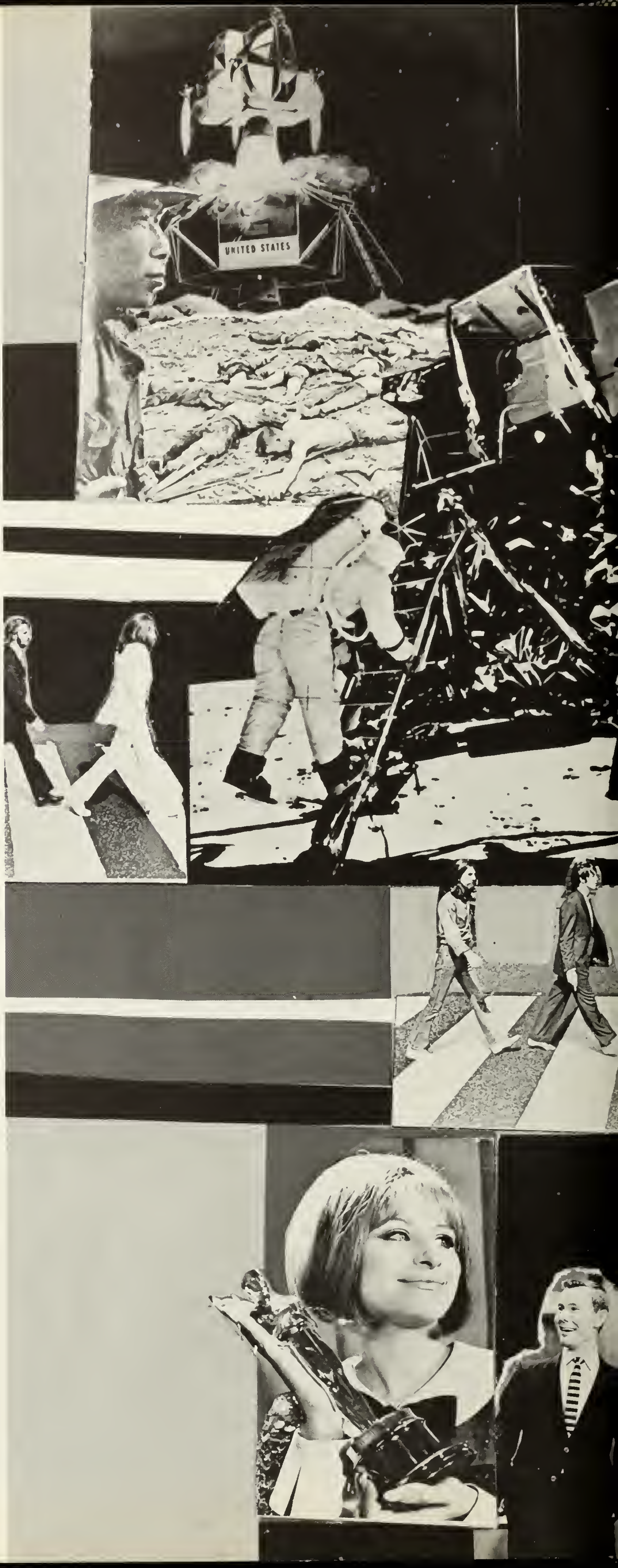
Sometimes something provoking comes along, the Beatles' *Abbey Road*, the movie *The Graduate* . . . the Pueblo's impotence . . . a dove runs for President . . . a nation starves . . . people react, we come out of our "boob" tube trances and react, feel, think, laugh, cry . . . and the great impersonal wall between one member of a nation and the great masses of that nation is scaled. We realize we still share our humanity . . . and our feeling for fair play. We take sides . . . argue for causes. We're violently for . . . violently against, but we're thinking and feeling.

Our nation is rampant with paradox. There were those who were crushed when Jackie married that "dirty old man," and those who marched for peace and Eugene. Some people burned cities and some joined Vista to build them. Some of us live nine-to-five and some live only on weekends; others couldn't be bothered to vote, and many upright businessman secretly send checks to Wallace so we can all live under "law and order."

So the typical American couldn't be considered "typical" by many people at a time. He is a product of his environment and himself. An environment which moves quickly and sometimes seemingly aimlessly in its dartings.

We live in a disposable world and have ourselves to look out for; survival is part of our evolution. It is when we look out for someone else that we deserve our humanity, and take an active part in the evolution of man.

Photographs courtesy of AP



U.S. FLAG
HERE
PILOT HOUSE
BOARDED HERE
AFTER SURRENDER
COVERED
ACHINE GUN
INTELLIGENCE CENTER
COVERED
MACHINE GUN
SEAMAN HODGES
KILLED HERE, INSIDE

We're the test tube generation. Our every capability has been tested, made a statistic of, and tagged on us with all the black magic of predestination. We're the first generation who have spent most of our cognizant hours before the T.V. screen. We have been subjected to more varied and continuous stimulation than any children before us. before us.

The present generation of students is one which has seen heros come and go, movie stars fly up to the heights and fall to the gutter, and products which come and go before one can properly pronounce their names. We look for more solid foundations on which to place an ideology of life. We're not apt to totally accept our parent's word, we want to prove things on our own or at least look for another way. These more "steady" ideals we believe we can find on our own. We sometimes attack the most established foundations—not because we know they're wrong, but we feel they need to be tried and tested. This is the feeling of our era, and we are a representative portion of that era. So here we are, a section of that section, a piece of that whole. We at Regis might not yell as loudly as others but we're not silent. We have given up asking for somethings as soon as we recognized our own maturity to stand up and accept our own responsibilities. We felt the problem of comps was a serious one and last year we showed others how serious it was. Maybe our awakening as more aware students is an indirect result of the more diverse speakers we have had on campus, starting with "that pagan Gore Vidal" and on to Stokely Carmichael.

But the whole stimulant lies within ourselves. In going to Regis, we haven't unlinked hands with students all over the world. Anything worth existing is worth questioning and many of today's students feel it is part of their education to ask questions and seek out the answers. As students at Regis we also have strong ties with the university city of Boston. Play try-outs, Bill Baird for Senator, The Tea Party, the Kennedy family, history made, old and new. Boston is itching to swing . . . our city hall already does. Some neighbors have begun to exchange courses with Regis . . . Afro and Soc. courses were the first. These represent the most up to date interests. Our liberal education can truly be liberal, rounded out by Boston's varigated weave. In Boston the mode is individualistic and the feeling grows at Regis.

Student life, a time to ask, try, shout, whisper. We're guided by masters and given many opportunities. We're limited only by our own ambitions and capabilities. The future world we make, . . . may be our own, but the one we served our apprenticeship in was Regis and Boston, and this is the basis for an example.

WHICH IS A GOOD WAY TO UNDERSTAND

♥

"... and when you work with love, you bind yourself to yourself, and to one another and to God ..." There are many to whom this quotation by H. D. Thoreau might apply, but in June, 1968, the Regis Alumnae Association saw fit to present their President Marie Barbano Tassinari '51 with a gift so engraved. This, to express in a some how small way, their appreciation to a Regis daughter who has always given so completely of her energies and devotion to a cause she staunchly believes in and works for—Regis College. Marie, whose alumnae career prior to 1968, found her tackling such jobs as Alumnae Fund Co-Chairman and Association Vice-President, took on yet another challenge of leadership—a second, two-year term as Alumnae President, a job she puts aside this June, 1970.

Marie Barbano Tassinari
President of Alumnae Association

When Regis undertook her first capital fund drive in 1966, Marie's tireless and unselfish leadership was in large measure responsible for the Alumnae Association's total contribution to Regis of over $640,000., this from a membership of less than 5,500. The need was there. The cry for support was answered.

During her four years in office, she has led an outstanding "supporting cast" to become more vitally concerned, to become more the participant than the observer, and to desire to be more fully informed—this for the betterment of self, and thus to aid in more fully helping Regis.

Marie Tassinari is only one of many who care enough to defend, question, praise, support, and work for Regis. All striving to guarantee a tomorrow as strong and vital as the yesterdays which helped them grow to a full and useful maturity.

Marie—you have given so fully of self in the true and right sense of the word, Regis could not help but have benefited; we hope you have received in the fashion in which you have given. God Bless You.

Barbara Jordan, Alumnae Administrator

Barbara L. Jordan
Alumnae Administrator

A proud history of over thirty-five years can be claimed by the Regis Alumnae Association, whose first President was Dr. Grace Hawley, and whose fledgling membership was in the low hundreds, compared with today's figure of over 5,600. For a small but enthusiastic body, the RAA has financially supported Regis far above any predicted estimate. Approximately $450,000., was given prior to 1966, being in some measure responsible for the completion of Maria Hall, the Library, and the Student Center. She has striven constantly to keep her members informed through publication of a semiannual Magazine, and a 5-times-a-year Bulletin.

Today she maintains contact with alumnae, in conjunction with the four classes of undergraduates at Regis, assimilating ideas of administrative, educational, and student leaders.

The association has been, and will be, a strong contributing factor in the future of Regis College. She possesses pride in her alma mater. She will work for her survival and future success.

Barbara Jordan, Alumnae Administrator

In the four year process of maturing and of taking on the added responsibilities along the way, I begin to realize the immense task involved in guiding the education of one thousand students. The Administration is the intermediary between factions and must judiciously give attention to all problems and decisions which have to be made.

In the present, the college cannot be a single entity. Colleges, as well as people, must be involved in a constant interchange of policies and ideas. What one school does affects another. And perhaps more important, is the college's involvement with the community. The Administration performs the official functions of keeping these channels open, which of themselves are vital.

Presidents, . . . deans . . . directors . . . if we are worried about something, we can turn to them . . . It may be an academic query . . . what difference will one more person in Anthropology make? . . . a campus concern . . . what, another parking ticket? . . . or an overall problem . . . what is the relevance of my four years of college? . . . They are in their offices. I can see them there. But they are also everywhere on campus . . . overlooking the science building construction . . . attending lectures . . . participating in Mass . . . standing in line at meals. We know there are people concerned with wide-ranging problems . . . taking time to answer our individual questions.

Virginia W. Robins
Assistant to the Dean

Sister M. Jeanne d'Arc O'Hare
President

Sister A. Catherine Murphy
Academic Dean

James T. Sullivan
Director of Administrative Affairs

Margaret E. McCulloch
Director of Career Planning

Gardner E. Campbell, Jr.
Director of Development and Public Relations

Sherry H. Jenkins, Assistant Director
Office of Development and Public Relations

Sister Mary Bernarda Murphy
Director of Continuing Education

It is often difficult to imagine them apart from their positions. We see the function and try to understand the structure behind it.

But seldom do we personally relate to members of the administration.

It is often difficult to assign a name to a face, and a face to a voice.

How often do we understand that the faces passing us do have voices?

Should I choose Regis? More important . . . should Regis choose me? The answers to these questions and many more lie within the walls of the Admissions' Office. The first impression is a lasting one.
How welcomed is a smile! How helpful an encouraging word!

Judith Powers, Assistant Director
Office of Admissions

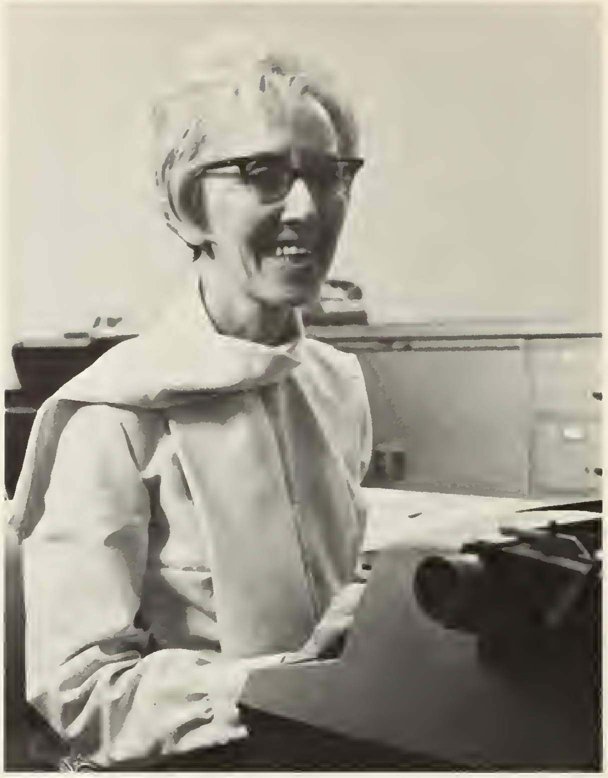
Carroll M. Beegan, Assistant Director
Office of Admissions

Sister M. Janet Silva, Director
Office of Admissions

I enter Regis as a freshman, holding fears of the doors on the second floor. I have the impression that the administration is the aloof part of the school. How quickly my fears disappear! Sister Catherine Laboure lives on my floor in College Hall—she is there among my classmates. A smile and a hello and I know Regis is a friendly place. Sophomore, junior, and senior year, she is still everywhere on campus and her office is always open. Her enthusiasm extends to every class and to each problem of every student. How can one person know so many people? Maybe it is just because she is Dean of Students . . . she understands.

Sister Marguerite A. Donovan
Dean of Students

Sister Lisette . . . Mrs. Gebron . . . Sister Ellenice . . . Sister Albertina . . . We meet them all . . . "Sister Ellenice just asked me for a cigarette!" . . . we never really appreciate them until they've all quietly helped us through and out.



Sister M. Lisette Donlon
Assistant Treasurer

Sister Mary Albertina Kelly
Registrar

Sister Mary Ellenice Donovan
Treasurer

Joan Gebron, Director
Office of Financial Aid

Sister Sarah Theresa Barrett
Head Librarian

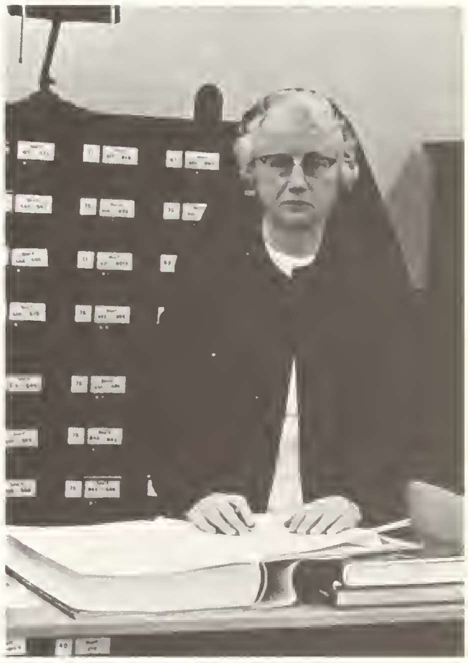
Sister Mary Fidelma Conway, Executive Director
Philatelic Museum

Katherine A. McNally, Acquisitions Assistant
Library

"O God/ Mercifully bestow they blessings/ upon this library. . . ." A wall of glass reflecting the changing seasons. A refuge in which I can lose and again find myself. I look out but can't quite touch the reality I see. What lies beyond that next hill? ". . . that those who study here. . . ." "All my seminar books are gone . . ., vanished. I may kill myself." "But why would anyone want the 1958 volume of *Theology*?" ". . . may advance in divine and human knowledge, and in love of Thee." The girl at the next table smiles.

Sister M. Ricarda Vahey
Reference Librarian

Sister M. Macrina Shyne
Associate Librarian



Sister Mary Agnes Power, Cataloger
Library

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to understand is to stand under
which is to look up to which is a good
way to understand it ain't easy